

Research & Best Practices for Online Physical Education

Speakers

Dr. Craig Buschner (moderator) – CSU, Chico

Dr. David Daum – University of Southern Indiana

Dr. Brian Mosier – University of West Georgia

Mrs. Katie Carone – Carone Academy

Dr. Don Cain – Columbus City Schools

Mr. Russell Driesen – Florida Virtual School

Dr. Leslie Williams – University of Tampa

Session Overview

- Introduction to OLPE
- Evidence Base
- OLPE vs. FTF
- Meeting Standards & Maximizing Student Learning
- Teacher Resources for OLPE
- Town Hall Participation: SHAPE's "Revision" of OLPE Guidelines
- The Future of OLPE in the USA?

Brief History of OLPE

- School District Experimentation since 2000
- NASPE Call for Action
- NASPE Taskforce (2007): *Initial Guidelines for OLPE*
- Initial Evidence Base
- *Appropriate Use of Instructional Technology in PE*
(NASPE, 2009)
- *Shape Of The Nation Reports (SON)* (NASPE, 2006, 2010 & 2012)

Initial Guidelines for OLPE (NASPE, 2007)

- “No Published Evidence of Learning in physical education” by teachers/school districts using OLPE”
- Blended Model OLPE advocated by NASPE:
 - “Reasonable instructional alternative for this subject matter until further research is available”
 - “At this point in time, OLPE is an exciting and attractive, yet untested, alternative to delivering quality PE”

Prevalence of Online Learning

- One million K-12 students were engaged in online courses (2007-2008)
- Blended more common than fully online (Keeping Pace, 2012)
- Effectiveness of online learning is broad across content areas and learner types (DOE, 2010)
- Projections indicate that by 2019, about one-half of all high school courses will be online. (Christensen, Horn, & Johnson, 2008)

OLPE-How Did We Get Here?

- Technological Change (Culture' s fascination with the digital age)
- Distance Learning Initiatives over the past 25 years.
- Computer Based Instruction (CBI)
- Looking for ways to improve school PE (meet student needs)
- Looking for ways to save educational dollars
- Concerns by school physical education teachers & administrators about low quality PE classes.

Additional Views About Online Learning

- Convenience: Time, geography, financial considerations, family, and work (Davison, 2005, Schwartzman, 2007)
- Flexibility & School Choice (Mills, 2003, Davison, 2005)
- Perception: “Millennial’s” would be motivated by the technology for this type of learning

OLPE -USA Phenomena

- World Views: Digital Utopians & Digital Critics
- OLPE Experimentation---Evan Wildcatting
- High School OLPE Teacher: “I feel like I’m walking a tightrope”

Overview of the Research on Online and Blended Online Physical Education

DR. DAVID DAUM

Lack of Empirical Research

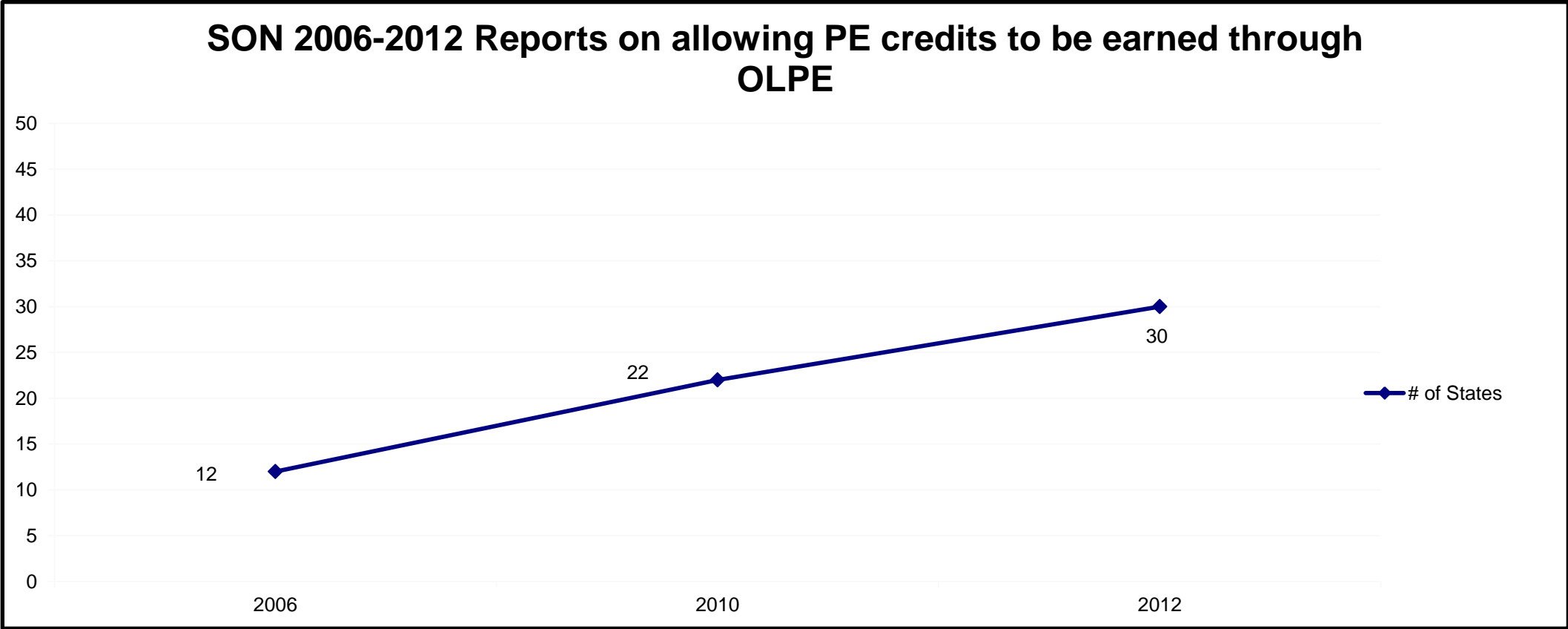
- 1 peer-reviewed article addressing secondary blended physical education (Karp & Woods, 2003)
- 1 peer-reviewed article addressing college face-to-face, blended and online weight training (McNamara, Swalm, Stearne, & Covassin, 2008)
- 3 peer-reviewed article addressing secondary online physical education (Kane, 2004; Daum & Buschner, 2012; Mosier & Lynn, 2012)
- 3 doctoral dissertations addressing online physical education (Daum, 2012; Futrell, 2009; Williams, 2013)
- And...

Handbook of Research on K-12 Online and Blended Learning

Daum, D.N, & Buschner, C. (2014). Research on teaching blended and online physical education. In R. Ferdig, & K. Kennedy (Ed.) *Handbook of research on K-12 online and blended learning*, Pittsburg, PA, ETC Press

http://press.etc.cmu.edu/files/Handbook-Blended-Learning_Ferdig-Kennedy-etal_web.pdf

Prevalence



Caution!

- All research that has been conducted has been with secondary students
- Most of the research that has been conducted has been with small sample sizes
- No coordinated research lines have been established

Blended Physical Education

- Meets online and face-to-face (FTF)
- Only study with secondary students was conducted in 2003 (Karp and Woods, 2003)
 - Investigated the perceptions of 19 secondary students enrolled in a FTF PE class while using online modules to teach health concepts
 - Students enjoyed focused learning, pace of learning, and learning style adaptations
 - Students struggled with navigation and contact with peers and teacher
 - Blended and FTF students significantly gained knowledge (blended slightly more so)

Physical Activity Levels in OLPE Courses

- Physical activity logs were the most prevalent form of motor assessment (Daum & Buschner, 2012; Mosier & Lynn, 2012)
- Almost 1/3 of courses are estimated to not meet NASPE physical activity recommendations and almost 1/4 of courses do not require physical activity (Daum & Buschner, 2012)
- Gains in fitness have generated mixed results (McNamara, Swalm, Stearne, & Covassin, 2008; Futrell, 2009)
- No studies conducted with blended or OLPE in regards to motor skill development

Learner Characteristics in OLPE

- Very little is known about why students take OLPE courses
- OLPE students:
 - Enjoyed the flexibility of online courses (Karp & Woods, 2003; Kane, 2004)
 - Enjoyed greater flexibility in choosing where and when they are physically active (Karp & Woods, 2003; Williams, 2013)
 - Because of the flexibility, students found the learning to be more relevant (Williams, 2013)
 - Had a hard time keeping track of their learning and less satisfied than FTF students (Kane, 2004; Futrell, 2009)

Teacher Characteristics in OLPE

- Our profession is split on the value and perception of OLPE (Daum & Buschner, 2012; Daum, 2012)
- OLPE teachers:
 - Had teaching licenses (Daum & Buschner, 2012; Mosier & Lynn, 2012; Williams, 2013)
 - Taught online because of the flexibility (part-time, family, etc.) (Williams, 2013)
 - Liked getting to know their students on a one-to-one basis (Daum & Buschner, 2012; Williams, 2013)
 - Had major concerns regarding accuracy and accountability for student learning (Daum & Buschner, 2012; Kane, 2004, Williams, 2013)
 - Had a different schedule than FTF teachers (Mosier & Lynn, 2012)

Teacher Educator Perceptions (Daum, 2012)

- We lack knowledge of what is happening in K-12 OLPE
 - But... is that any different than what we know about FTF?
- Teacher educators:
 - Believed teaching fitness is possible, motor skills is challenging
 - Believed the strength of OLPE will be cognitive learning
 - Believed the creativity of the OLPE teacher will trump pitfalls of OLPE
 - Believed OLPE is not appropriate for elementary students because it is a critical time for developing motor skills
 - Were split in their opinion of OLPE at the middle school level
 - Mostly supported OLPE for high school students
 - Believed a blended model would be best

Conclusions based on the research

- Its not about validating blended and OLPE, its about ensuring quality learning will take place
- We need more!
 - Student characteristics (reasons why, physical activity levels, choices made, etc.)
 - Teacher characteristics (demands of the job, socialization, physical activity levels, etc.)
 - Blended model
 - Teaching models
 - Valid and reliable tools for assessing the SHAPE standards
 - How to maximize the use of technology without encouraging sedentary behavior
- Teacher educators need to get involved
- Formalized training needs to become available

Online vs. Face-to-Face Research Results

DR. LESLIE WILLIAMS

MRS. KATIE CARONE

Introductions

- **Leslie Williams**, Assistant Professor & Researcher, Physical Education, University of Tampa
- **Katie Carone**, Founder & Director, cFitness Academy
 - Accredited online school specializing in online PE, health, life skills and career courses.
 - Our mission is to empower youth to become healthy, happy, and successful adults by teaching lifelong health, fitness, and career skills.



cFitness Academy
by Carone Fitness
Online PE, Health, & Career Courses

Purpose of the study

- To examine high school students' perceptions of and experiences in traditional and online physical education (OLPE) and health-related courses...
- To determine if there was a difference in the two environments according to the students...
- To begin to examine the overall course effectiveness of OLPE with regard to student learning outcomes related to health and fitness...
- To survey traditional high school PE students to determine their perceptions of and experiences in their PE class, to see if the course is beneficial and meets the learning outcomes and standards for students in 9-12 PE.
- Then to compare the data that crosses over from online exit survey and traditional paper survey to see if there is any difference among student perceptions in the different venues.

Methods

- Survey methodology included mostly quantitative questions employed to assess students' perceptions of and experiences in the face-to-face (F2F) Health Opportunities through Physical Education (HOPE) course in the southeast region of the U.S.
- Three open-ended questions were utilized to collect students' written perceptions of the HOPE course.
- The data were compared to the same questions found in exit survey data from secondary students completing OLPE courses through an accredited online academy in 2014.
- In the F2F setting, the paper survey was administered to one class from 23 different high schools.
- Statistical analysis of the data was completed with SPSS. Nvivo is being used to sort and analyze the qualitative data currently.

Participants

F2F, traditional students:

- 509 student responses analyzed
- HOPE classes from 23 FL schools within one large county (23 of 27 responded)
- Grades 9-11
- 53% male, 43% female
- Included demographics, but no specific student identifiers

Participants

OLPE students:

- 290 students who completed an online PE course made up the OLPE student participants
- Students in grades 9-12
- Exit survey upon completion of an OLPE course through an accredited online academy
- Responses were anonymous

Data collection

Likert scale questionnaire with five-level response choices from strongly agree to strongly disagree for the following:

- Course content was easy to understand
- Course increased my knowledge of subject area
- Relevant content
- Course increased my interest in subject matter
- Assignments helped with my personal health
- Assignments helped with my personal fitness level
- Teacher interested in my success
- Teacher provided constructive feedback

Twenty-one variables in total - additional statements about exams, teacher effectiveness, teacher communication, relevancy and usefulness of the class, and the overall physical challenge of the course...

Data collection

Open-ended, qualitative questions:

- What did you like most about this course?
- What did you like least about this course?
- How did this course help you improve your overall level of health and physical fitness?

Both quantitative and qualitative data are being analyzed currently – SPSS and NVivo

Survey snapshot

- Survey for F2F class created online through Formsite (www.formsite.com)
- Paper survey was deemed the most efficient way to administer the questionnaire to F2F students
- Data were coded and input into Excel spreadsheet by the researcher and a research assistant
- Data checked for entry errors by rechecking 10% of the data.

HOPE Course Evaluation: Thank you for your willingness to participate in this survey research. We are seeking your honest responses to the following statements and questions in order to continue to improve the HOPE course for future students. By completing this survey, you are giving your assent to participate in the data collection about your perceptions of the HOPE course.



When considering your responses, please note the following general definitions: "health" = nutrition, mental health, relationships, consumer issues, drug and alcohol, communicable and non-communicable disease, safety issues; "physical fitness" = health-related fitness (cardiorespiratory health, flexibility, muscular strength and endurance, body composition) and skill-related fitness (agility, balance, coordination, power, reaction time, speed); "instructor" = your HOPE teacher

* School

* Gender (M or F)

* Ethnicity

African American/Black Caucasian/White Hispanic Asian Other

* Current grade level

9 10 11 12

* Please choose the best answer for each of the following.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The content covered in this course was relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content covered in this course has been useful for me outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments helped with my personal health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments helped with my personal physical fitness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have applied what I learned in this class to improve my health in some way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The health content was easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The textbook (or online text) was used on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments were relevant and helped with my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quantitative results (1)

The assignments were relevant and helped with my personal health and fitness.

Traditional

OLPE

65% agree or strongly agree

74% agree or strongly agree

I improved my level of health and fitness throughout the course.

Traditional

OLPE

67% agree or strongly agree

83% agree or strongly agree

The course increased my knowledge of the subject matter.

Traditional

OLPE

75% agree or strongly agree

83% agree or strongly agree

Quantitative results (2)

The course increased my interest in the subject matter.

Traditional

OLPE

48% agree or strongly agree

60% agree or strongly agree

The content was relevant and useful.

Traditional

OLPE

65% agree or strongly agree

84% agree or strongly agree

My instructor provided personalized feedback.

Traditional

OLPE

65% agree or strongly agree

81% agree or strongly agree

Quantitative results (3)

I felt like my instructor got to know me throughout the course.

Traditional

OLPE

70% agree or strongly agree

63% agree or strongly agree

My instructor was helpful; I could communicate with/contact my instructor for help if needed.

Traditional

OLPE

83% agree or strongly agree

89% agree or strongly agree

I felt like my instructor wanted me to succeed.

Traditional

OLPE

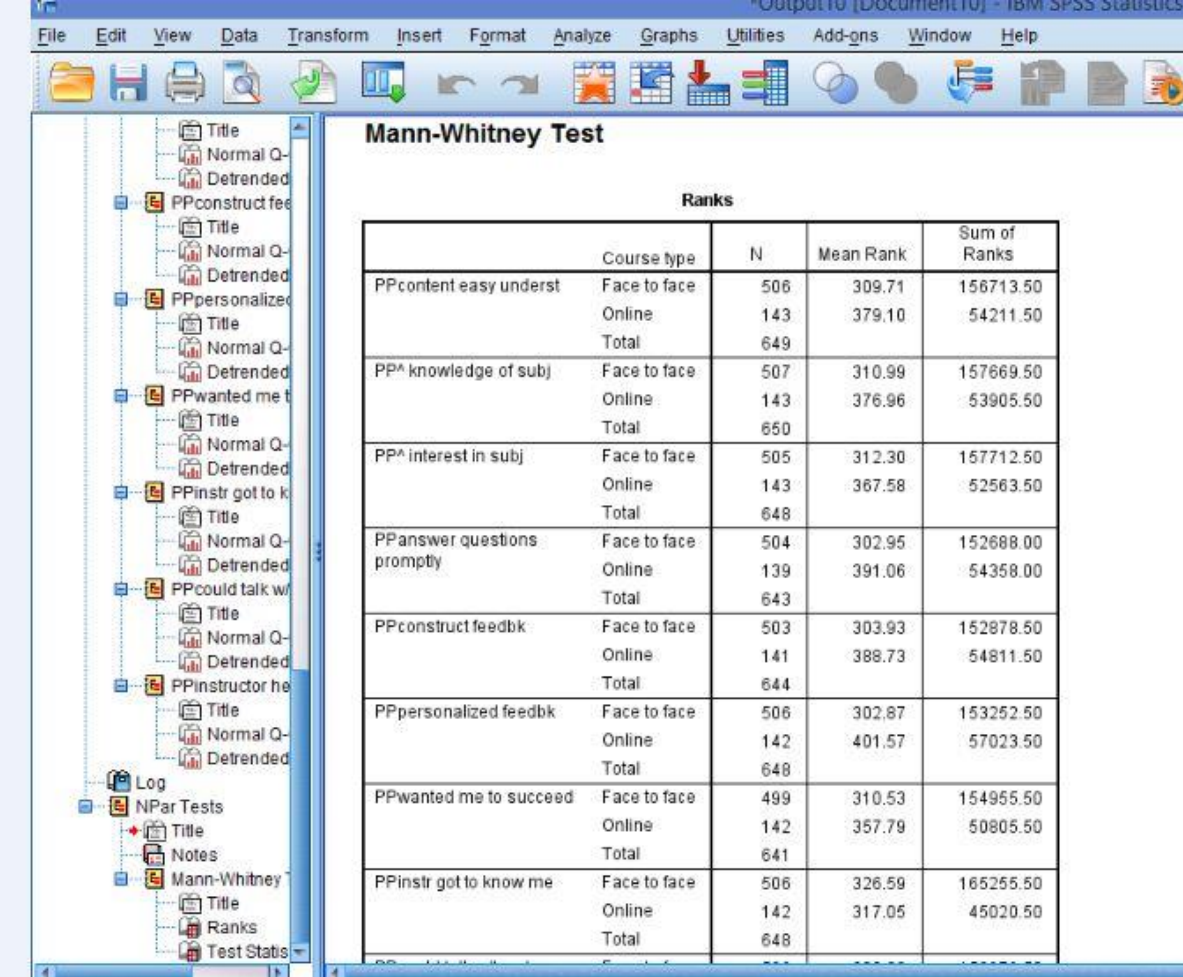
83% agree or strongly agree

89% agree or strongly agree

Results

- ✓ **Content easy to understand:** online responses reported higher rankings than F2F
- ✓ **Increased knowledge of subject area:** online reported higher rankings than F2F students
- ✓ **Increased interest in the subject area:** online reported higher rankings than F2F
- ✓ **Teacher feedback personalized and constructive, teacher caring, got to know me, and wanted me to succeed...**

On all other points that were compared between the two groups, online reported higher rankings than F2F students



Mann-Whitney Test

Ranks				
	Course type	N	Mean Rank	Sum of Ranks
PPcontent easy underst	Face to face	506	309.71	156713.50
	Online	143	379.10	54211.50
	Total	649		
PP^ knowledge of subj	Face to face	507	310.99	157669.50
	Online	143	376.96	53905.50
	Total	650		
PP^ interest in subj	Face to face	505	312.30	157712.50
	Online	143	367.58	52563.50
	Total	648		
PPanswer questions promptly	Face to face	504	302.95	152688.00
	Online	139	391.06	54358.00
	Total	643		
PPconstruct feedbk	Face to face	503	303.93	152878.50
	Online	141	388.73	54811.50
	Total	644		
PPpersonalized feedbk	Face to face	506	302.87	153252.50
	Online	142	401.57	57023.50
	Total	648		
PPwanted me to succeed	Face to face	499	310.53	154955.50
	Online	142	357.79	50805.50
	Total	641		
PPinstr got to know me	Face to face	506	326.59	165255.50
	Online	142	317.05	45020.50
	Total	648		

Qualitative results (1): Liked Most/ F2F

F2F students' open-ended responses

- *"I liked going out in the gym and playing basketball and going outside."*
- *"Being physically active."*
- *"Exercise."*
- *"I enjoyed creating workout routines that I can do at home. I learned about how to set up a balanced meal."*
- *"Playing in the gym."*
- *"Learning about a good diet and exercise."*

Qualitative results (2): Liked Least/ F2F

F2F students' open-ended responses:

- *“Going to the classroom and doing work.”*
- *“Dressing out every day.”*
- *“Running.”*
- *“Doing the classwork.”*
- *“Classroom days.”*
- *“Cardio day.”*
- *“Participating in activities I didn't enjoy.”*

Qualitative results (3): Liked Most/OLPE

Online students' open-ended responses

- *"I liked that I could take it at my own pace and establish a workout plan fit for my level of fitness."*
- *"I really liked how this course, rather than judging me against others, instead helps me to define my personal goals."*
- *"All of the libraries, videos, and other available resources to learn from." "How in depth it took me with the lessons"*
- *"I liked the fitness logs because it helped me keep up with my exercises." "Fitness Logs to visually see my improvements"*

Qualitative results (3): Liked Most/OLPE

Online students' open-ended responses

- *"I liked that it made the topics interesting and relevant so that I could enjoy doing them."*
- *"The flexibility of it."*
- *"It was good information and I liked that it was right to the point. I liked the format too."*
- *"The chance to apply my fitness outside of school and have it count for something within school."*
- *"It allowed me to have a more personalized routine that I will be able to continue in the future."*
- *"The part I liked most about this course was the knowledge I gained about physical fitness, and learning what type of exercise worked best for me."*
- *"The discussions."*

Qualitative results (4): Liked Least/OLPE

Online students' open-ended responses

- *"I couldn't get to know people like you normally would in a class at school."*
- *"Filling out the fitness logs"*
- *"There was a lot of work."*
- *"Some of my assignments didn't submit correctly."*
- *"All of the discussions."*

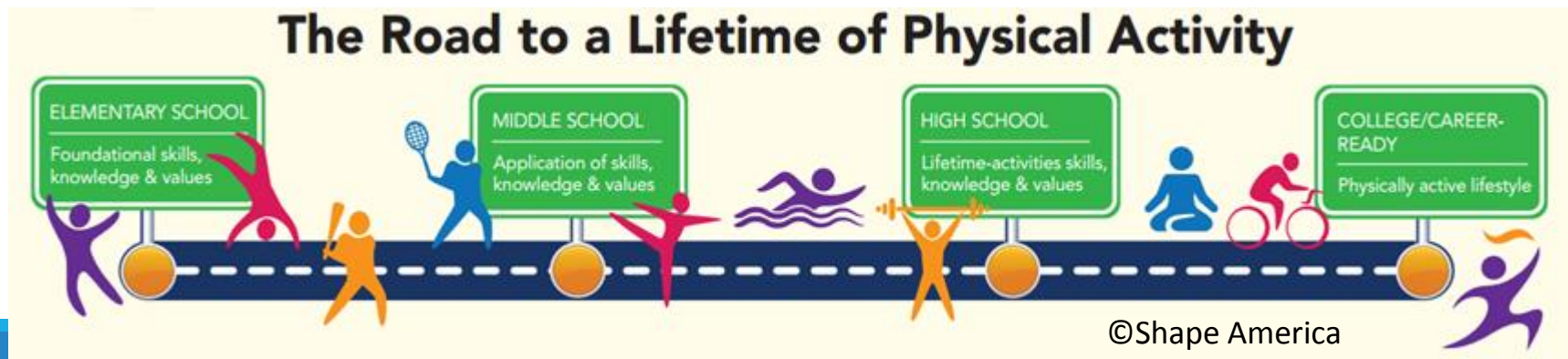
Qualitative results (5): OLPE vs F2F

How does this course compare to other face-to-face courses you have taken? Online students' open-ended responses

- *"You're soooo much more independent than in a face-to-face course."*
- *"You can do it on your own with no one there to make fun of you and you can do it on your pace."*
- *"Way different then face to face school way more home work."*
- *"This goes more in-depth than school fitness courses."*
- *"This was my first online course, so I was a little rocky with it, which may have taken away from the experience."*
- *"This course lets you focus on yourself other than in face-to-face where and the other students had to do to the same criteria."*

Discussion

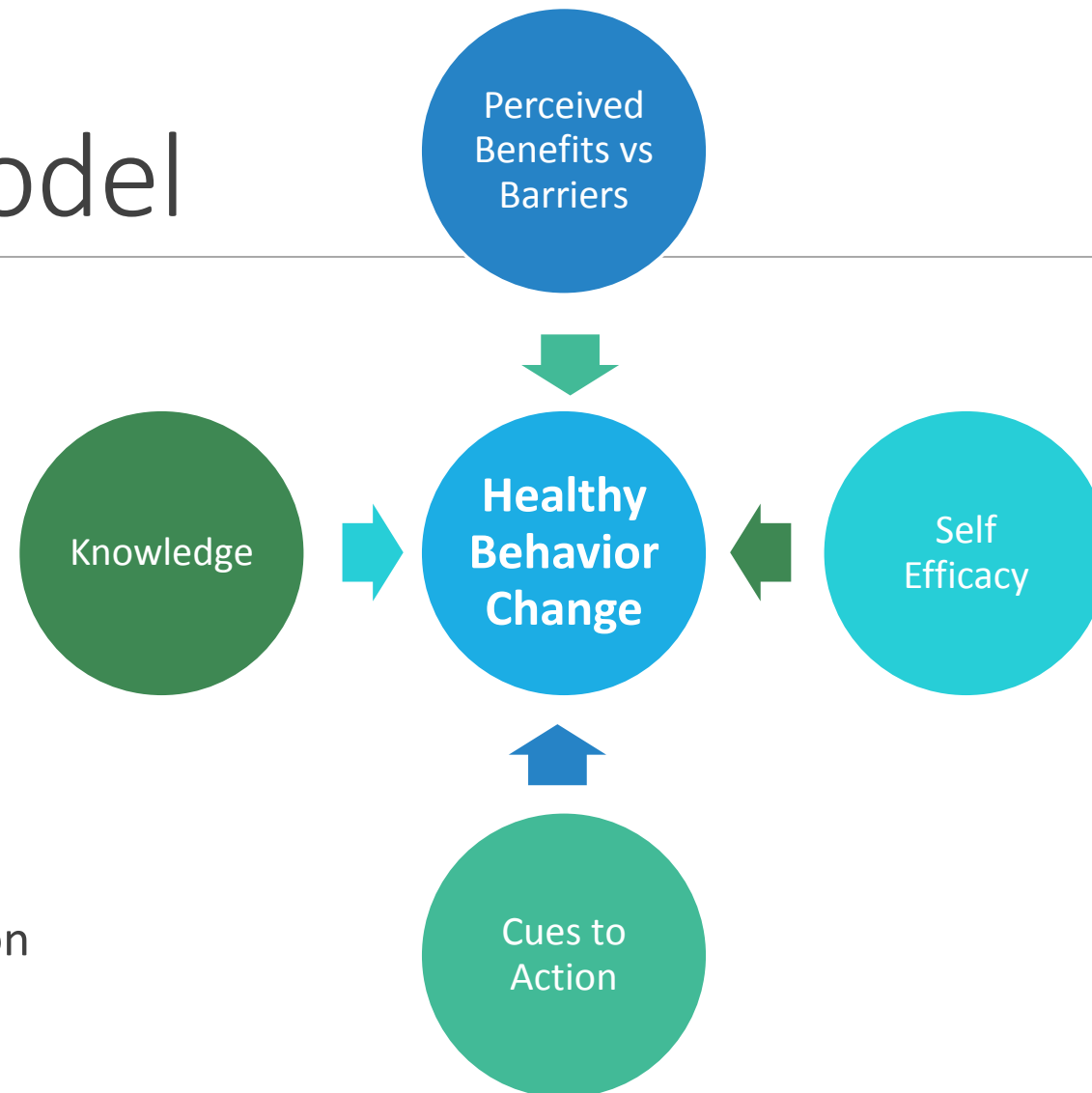
- Many of the “like most” components in the F2F setting can be achieved in the online setting.
- Many of the “liked least” components in the F2F setting, according to these participants, can be or are absolutely eliminated in the online setting.
- Many of the “liked least” components for OLPE deal with technology problems or learning styles and would suggest the benefit of including online learning readiness questionnaires and providing necessary technical training and support to promote student success.
- The “liked most” components of OLPE focus on personalized, lifetime learning, which is inline with the Shape America standards shift towards more personalized/ lifetime fitness.



Correlations in Quantitative OLPE Responses

	Increased Knowledge	Personalized Feedback	Improved Fitness
Strongly Agree	49%	49%	49%
Agree	35%	31%	34%
Neutral	11%	14%	12%
Disagree	4%	3%	3%
Strongly Disagree	2%	2%	2%

Health Belief Model



The benefits identified in the OLPE “Liked Most” as well as the correlation of the quantitative responses, link closely to the **Health Belief Model**.

Conclusions

It is understood that the quality of F2F and OLPE courses can vary greatly due to curriculum, teacher support, and student readiness. Poor teacher support in either scenario can lead to poor performance. That aside, we can form some basic conclusions....

- Students perceptions, learning styles, and preferences vary. Some students may perform better in a F2F class. Some student may perform better in an OLPE.
- OLPE is generally SUCCESSFUL in promoting personalized learning and personalized fitness.
- OLPE CAN help students improve their fitness levels, skills, and knowledge.

Maximizing Student Learning in Blended and Online Physical Education

DR. DON CAIN

MRS. KATIE CARONE

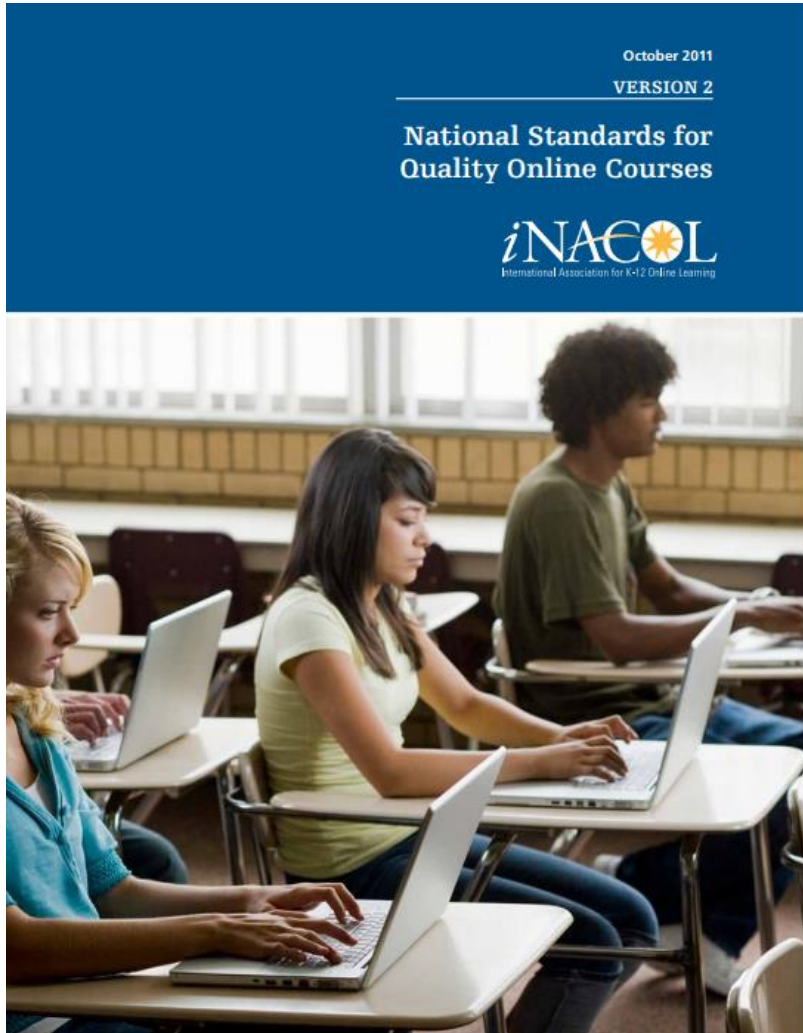


Best Practices to Maximize Student Learning

Not all online courses are created equal!

There may not be just one right way to create an OLPE course, but there are definitely wrong ways.

What Common Best Practices Make an OLPE Course Successful?



Standards -Based

- ✓ Is the course standards based?
 - ✓ Physical Activity/ Health-related fitness
 - ✓ Knowledge & Application
 - ✓ Skills
- ✓ Does it comply with iNACOL Standards for Quality Online Courses or Quality Matters?

<http://www.inacol.org/resources/publications/national-quality-standards/#3893>

<https://www.qualitymatters.org/grades-6-12-rubric>

Course Structure

- ✓ Is the course navigation clear, consistent, and easy to follow?
- ✓ Does it meet accessibility standards?

<http://webaim.org>



Getting Started

Welcome to Fitness Fundamentals I!

Please read through this "Getting Started" page for guidance on beginning the course and links to important resources and answers to frequently asked questions.

Getting Started Documents

Below are resources you need to review before starting the course.

- [Course Waiver](#)
- [Course Syllabus](#)
- [Course Outline & Pacing Guide](#)
- [Parent Guide](#)
- [Technology Requirements](#)

Exercise Requirements

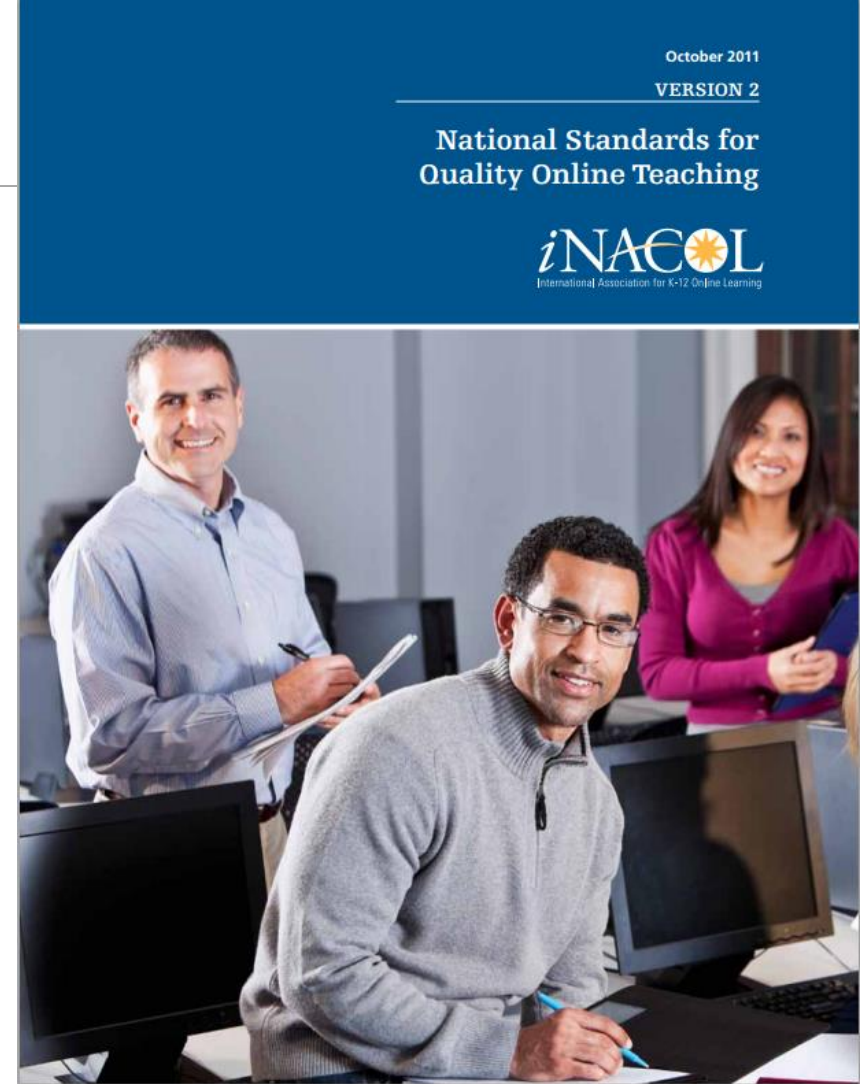
Although this is an online course, the exercise requirements are anything but virtual! Please read through the instructions and documents on the [Exercise Requirements](#) page before beginning this course. Contact your instructor if you have any questions about the requirements.

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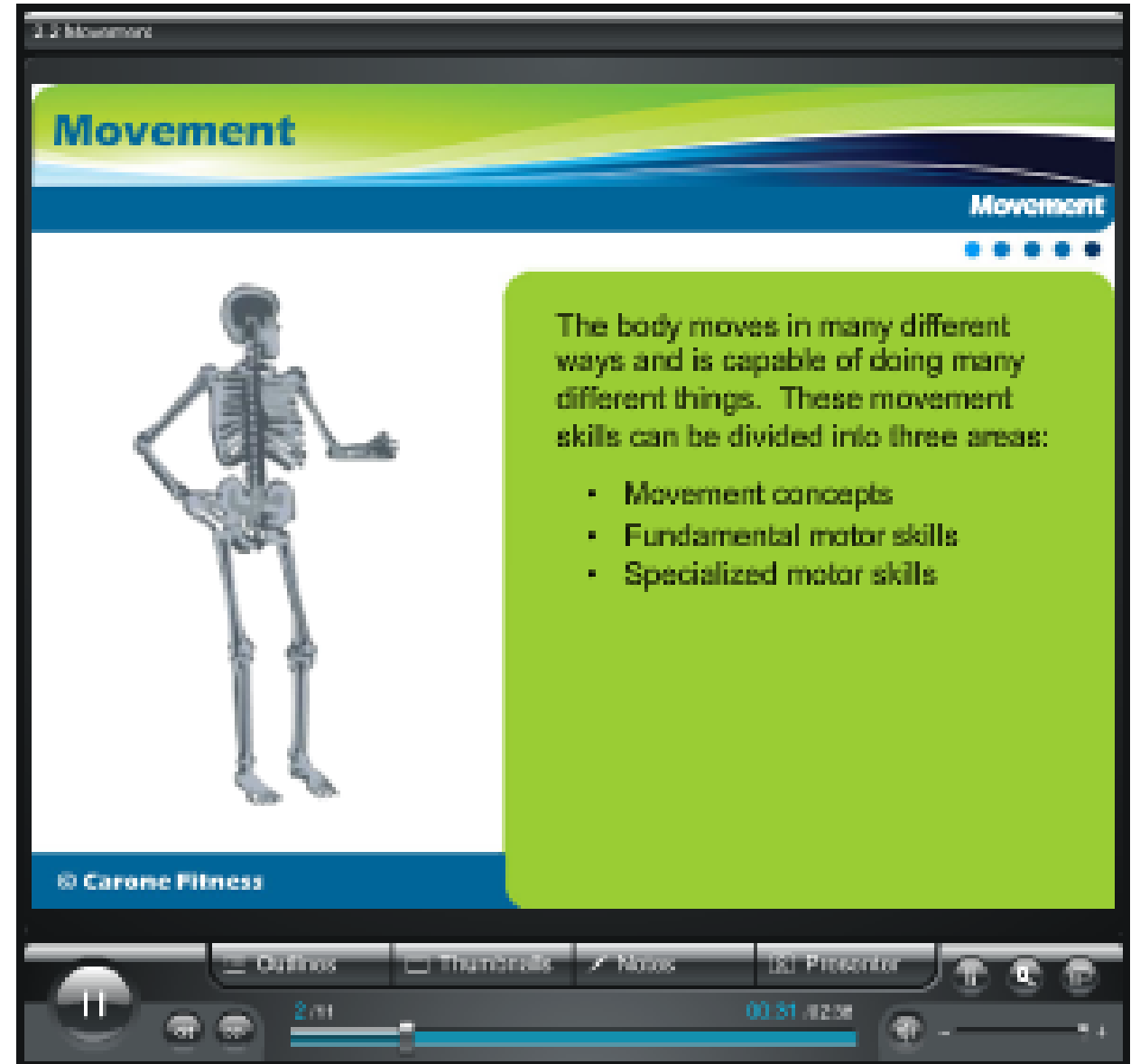
Quality Instruction

- ✓ Is a teacher available to monitor, answer questions, provide feedback, and proactively instruct & encourage students?
- ✓ Is the teacher proficient in online technologies? Have they been trained in best practices?



Knowledge-Based

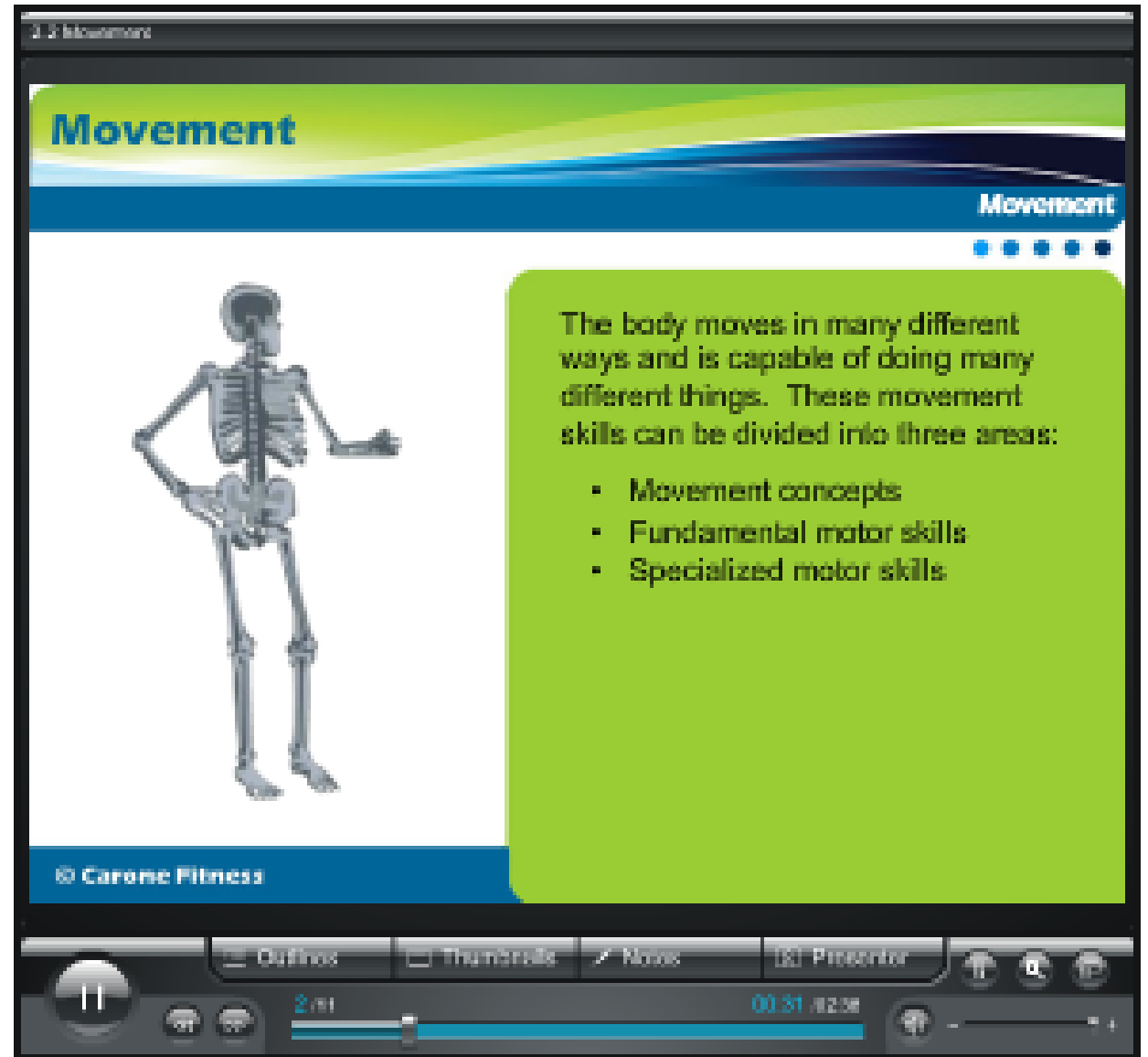
- ✓ Is the course more than just an online fitness log?
- ✓ Are students learning information about health and fitness?



The screenshot shows a video player interface. At the top, the title "Movement" is displayed in a blue header. Below the header, there is a slide with a white background. On the left side of the slide is a 3D illustration of a human skeleton. On the right side, there is a green text box containing the following text: "The body moves in many different ways and is capable of doing many different things. These movement skills can be divided into three areas:" followed by a bulleted list: "• Movement concepts", "• Fundamental motor skills", and "• Specialized motor skills". At the bottom of the slide, there is a small copyright notice: "© Carone Fitness". The video player controls at the bottom include a play/pause button, a progress bar showing "2 / 11" and "00:31 / 02:38", and buttons for "Outlines", "Thumbnail", "Notes", and "Presenter".

Media-Rich

- ✓ Is the course more than just an online textbook or reading references?
 - ✓ Does it provide any multimedia or ability to interact?
 - ✓ Does it cater to different learning styles?



The screenshot shows a multimedia presentation slide titled "Movement". The slide features a 3D model of a human skeleton on the left side. On the right side, there is a green text box containing the following text: "The body moves in many different ways and is capable of doing many different things. These movement skills can be divided into three areas:" followed by a bulleted list: "• Movement concepts", "• Fundamental motor skills", and "• Specialized motor skills". The slide is part of a presentation, as indicated by the "Movement" title bar and the "© Carano Fitness" copyright notice at the bottom. The presentation interface includes a navigation bar with buttons for "Outline", "Thumbnail", "Notes", and "Presenter", and a progress bar at the bottom showing "2 of 12" and a time of "00:31 / 02:08".

Assessment

✓ What types of assessments?
Skills & knowledge?

✓ What fitness log
verification is required?



Assignment



Fitness Analysis & Goals

Your assignment this week is to complete a fitness analysis. You will be referring to your scores on your Fitness Assessment from section 1.1. You will also need to refer National Standard information found in the documents below. In addition, you will be setting post assessment goals and additional fitness goals to work on throughout the semester.

Enter your information directly into the document below. Save your assignment as noted below and upload it in the course. Click [here](#) for more information on submitting assignments.

Save As: firstinitial_lastname_assignment_1_2

[1.2 Assignment](#)

[Analyzing Fitness Scores](#)

Expectations

- ✓ Are expectations of tasks and due dates clear from the beginning?
- ✓ Is the instruction clear?
- ✓ Is there modeling for BOTH fitness skills & assignments?



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Accountability

- ✓ Are students being held accountable for their assignments and fitness logs?
- ✓ Do students know someone will follow up to check on logs and assignments?
- ✓ Does the student have parent or other support?



Assignment



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[1.2 Assignment](#)

[Analyzing Fitness Scores](#)

Student Engagement



**PARENT &
STUDENT**

Expectations
& Accountability

TEACHER

CONTENT

Online Learning Readiness

No matter how good an online course or teacher is, it may not be the best learning environment for certain students.

AND/ OR

A student may need additional training, skills, or support to prepare them to take an online class.

✓ Online Learning Readiness Questionnaire

<http://www.unc.edu/tlim/ser/>

✓ Online Learning Mini-Course

✓ Course Orientation

✓ F2F Parent/Student Meeting

Meeting Physical Education Standards

Meeting national and state physical education standards through best practices in a large urban school district (55,000 students) with limited resources for the past 10 years.

Best Practices with online and blended learning

- Discuss how standards are met
- Discuss the use of online and blended activities
 - Fitness For Life “Online Guide” and “electronic and paper text book”
 - Within a Learning Management Systems platform, (LMS)
- Discuss hands-on Activity Samples (Chapter 8)
- Discuss how we know if students are actively engaged?
- Discuss how to check for content understanding and grading

Online Learning Management Systems (LMS)

- Top open Free sources LMS: <http://elearningindustry.com/top-open-source-learning-management-systems>
 - Engrade: <https://www.engage.com/>
 - Moodle: <http://www.free-power-point-templates.com/articles/moodle-the-best-free-online-learning-management-system/>
 - Myicourse: <http://myicourse.com/welcome>
 - .LNR: <http://www.dotlrn.org/>
 - eFront: <http://www.efrontlearning.net/>
 - Latitude Learning: <http://www.latitudelearning.com/FreeLMS/tabid/1302/Default.aspx>
 - DOKEOS: <http://www.dokeos.com/>

Course Menu**Teacher Information****Student Information****Technical Requirements****▶ Unit I: Getting Started****▶ Unit II: Becoming and Staying Physically Active****▼ Unit III: Physical Activity Pyramid: Level 2 Activities****Unit Introduction****▶ Chapter 7 Cardiovascular Fitness****▼ Chapter 8 Active Aerobics and Recreation****▶ Chapter Introduction****▶ Activity 8.1 Step Aerobics****▼ Lesson 8.1 Active Aerobics**

Enrichment: Safety Assessment for Active Recreation

▶ Self-Assessment: FITNESSGRAM 3—Cardio Fitness, Flexibility, and Strength**▼ Lesson 8.2 Active Recreation**

Enrichment: Active Aerobics and Recreation Word Match

Taking Charge: Finding Social Support

▶ Activity 8.2 Jogging: Biomechanical Principles and Guidelines**▶ Chapter Summary and Review****▶ Chapter 9 Active Sports and Skills-Related Physical Fitness****Unit Summary and Review****▶ Unit IV: Physical Activity Pyramid: Level 3 Activities****▶ Unit V: Healthy Choices****▶ Unit VI: Wellness and Personal Planning****Course Summary**

Standard 1: Demonstrate competency in a variety of motor skills and movement patterns.

Outcomes: Demonstrate competency in 1 or more specialized skills in health-related fitness activities (S1.H3.L1)

- **Activity 8.1**
- Step Aerobics
- Refer to online form and activity cards
 - http://hk.humankinetics.com/fitforlife/OSG/u08_01.cfm

8 Activity 8.1**Activity 8.1****Step Aerobics**

Active aerobics, including aerobic dance, are excellent for building cardiovascular fitness. Step aerobic routines are another form of active aerobics that can help increase your cardiovascular fitness and muscular endurance. The step aerobics routine is a bit more vigorous than the aerobic dance routine and may cause your heart to beat faster. This activity provides instructions for two step aerobics routines.

Equipment

Step bench or box 6 to 12 inches high (This is not a test, so the height can vary. The higher the step, the more vigorous the activity. Be sure that the box is stable and strong. Do **not** use a chair, a chair is too high and unstable.)

CD player

Physical Education Sound Tracks, Volume 1, track 14 (Get Moving) and 15 (Dum Da Da)

[Activity cards 69 to 75](#)

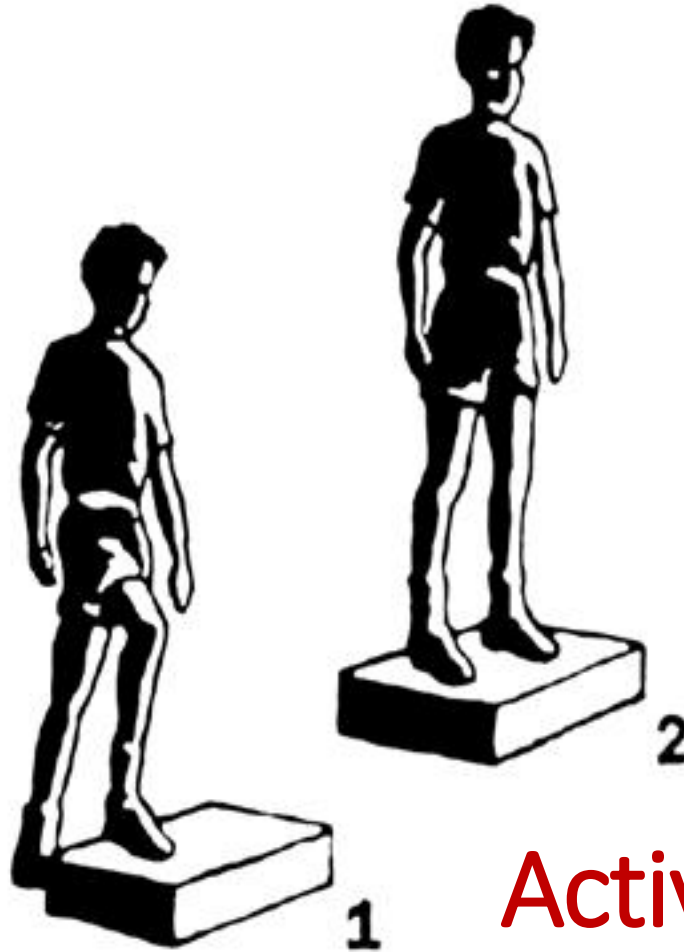
Worksheet

You'll need to print the [Activity 8.1 Step Aerobics](#) worksheet.

Directions

1. Do a warm-up.
2. After the warm-up, refer to the directions on the step aerobics worksheet.
3. Read the directions for each of the steps included in routine 1. Practice each step, one at a time, until you can perform them well. Use the music (track 14—Get Moving) as you practice so you can learn to stay on the beat. Step up and down on the box as directed.
4. Practice the first 64 counts of routine 1 for 5 to 7 minutes.

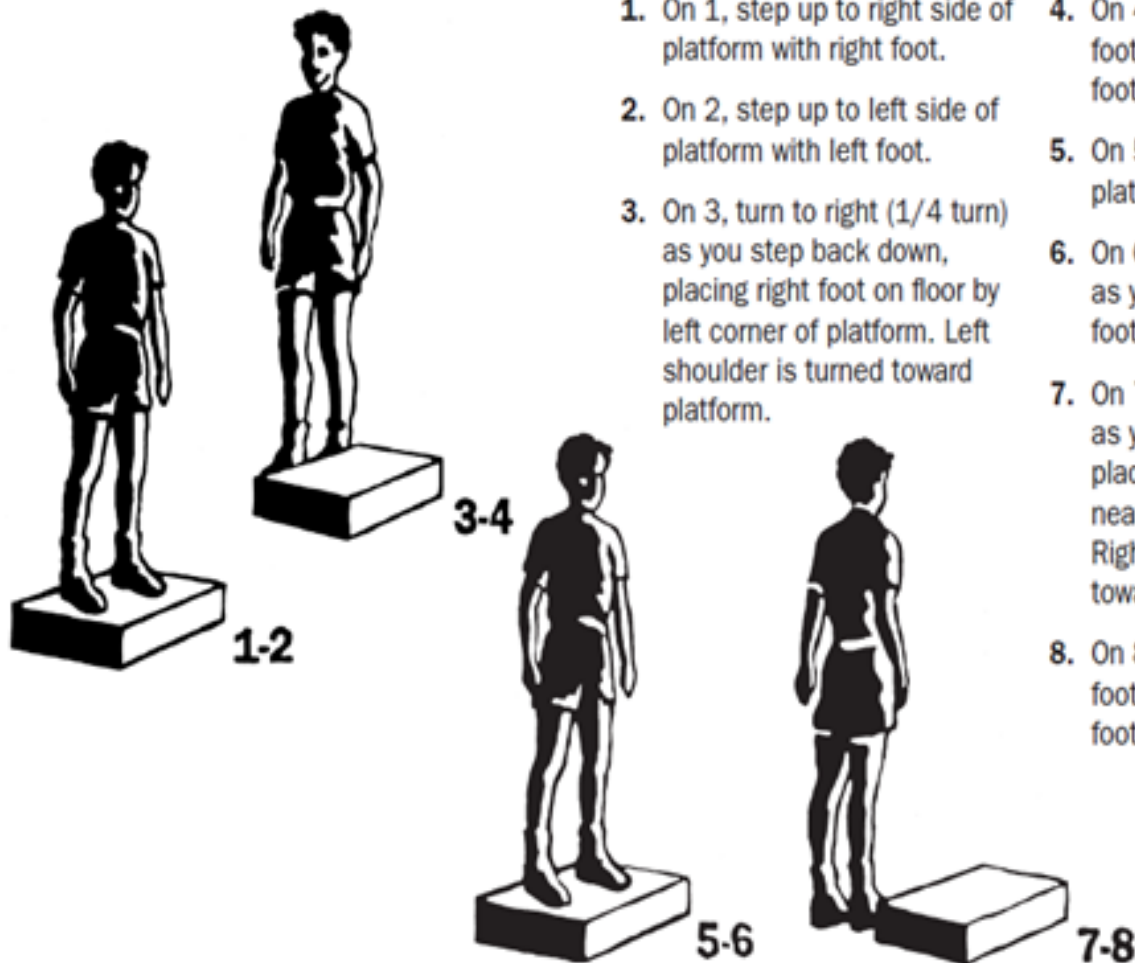
Basic Right Step



1. On 1, step up with right foot.
2. On 2, step up with left foot.
3. On 3, step down with right foot (to starting position).
4. On 4, step down with left foot (to starting position).
5. Basic Left Step is performed the same as the Basic Right Step, only starting with the left foot.

Activity Cards

Turn Step



1. On 1, step up to right side of platform with right foot.
2. On 2, step up to left side of platform with left foot.
3. On 3, turn to right (1/4 turn) as you step back down, placing right foot on floor by left corner of platform. Left shoulder is turned toward platform.
4. On 4, step down with left foot, placing it next to right foot.
5. On 5, step up to left side of platform with left foot.
6. On 6, turn to left (1/4 turn) as you step up with right foot to right side of platform.
7. On 7, turn to left (1/4 turn) as you step back down, placing left foot on floor near right corner of platform. Right shoulder is turned toward platform.
8. On 8, step down with right foot, placing it next to left foot.

How do we know the student is being physical active?



Menu

8 Activity 8.1

[Complete the Activity Log](#)

Activity Log: Activity 8.1: Step Aerobics

Your name:

Your e-mail address:

Teacher's e-mail address:

Date:

03/09/2015

Time started:

Time stopped:

Did you like performing this activity?

Would you change this activity?

[E-MAIL MY TEACHER](#)

How do we know if the student is being physical active?

- Student Portfolios, digital photos/video and essays on how these assignments relate to chapter objectives and benchmarks.
- Blended is conducted onsite in the presence of a licensed physical educator.
- Physical activity logging with tech tools, (e.g., HRMs, Pedometers, Activity monitors etc...).
- Email teacher the online completed activity form for grading.

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Outcomes: uses movement concepts and principles to analyze and improve performance of self and/or others in selected skill.

- **Activity 8.2**
- Jogging: Biomechanical Principles and Guidelines
 - This activity is designed to help you learn correct jogging form.
 - In a blended learning environment with another classmate, complete the following activity.
 - http://hk.humankinetics.com/fitforlife/OSG/u08_17.cfm



Activity 2

Jogging: Biomechanical Principles and Guidelines



Record Your Results on the Record Sheet

If you are looking for an excellent cardiovascular activity requiring little skill and no equipment except a good pair of running shoes and proper clothing, jogging might be for you. More than 6 million people in the United States are joggers. Many more could learn to enjoy this activity if they knew how to jog properly. If you plan to start jogging, be sure to consider these biomechanical principles and guidelines:

- ▶ **Use a foot action appropriate for jogging.** The foot action for jogging is not the same as for fast running. In fast running, your weight is mainly on the front of your foot. In jogging, you land on your heel or on the entire foot. Then you rock forward and push off with the ball of the foot, followed by the toes. Improper jogging technique can cause injuries such as sore shins, sore calves, or even a sore back.
- ▶ **Swing your legs and feet straight forward.** Do not let your feet turn out to the sides. Feet and legs out of alignment cause unnecessary strain on your joints and muscles. When jogging, step farther than your normal walking step.
- ▶ **Swing your arms straight forward and backward.** Do not swing them across your body. Keep your arms bent at the elbows, and keep your hands relaxed. Try to keep your shoulders relaxed. If you jog with a floppy jaw, your upper body will relax more.
- ▶ **Keep your trunk fairly erect.** When jogging, do not lean forward as you would when starting to run fast.
- ▶ **Learn your own best pace.** Learn how fast or slow you should jog to raise your heart rate to the appropriate level. A correct jogging pace is different for each person. Find your own pace; do not try to jog at someone else's pace, especially if it is faster than your own best pace.
- ▶ **Avoid running on hard surfaces.** If possible, jog on running tracks, grassy places, or dirt paths. These surfaces have more give than concrete sidewalks and put less stress on your feet and legs. If you jog indoors, try to jog on a wooden floor rather than on concrete.
- ▶ **Breathe easily.** If you are jogging with a friend, you should be able to carry on a conversation as you jog. If you are jogging alone, you should be able to breathe comfortably. If you are panting or gasping for breath, you are jogging too fast.

Jogging Practice

Work with a partner to practice the jogging techniques discussed above. Jog about 100 yards while your partner stands behind you and checks your technique. Have your partner check your feet and legs and answer these questions:

1. Does your heel or whole foot hit the ground first?
2. Do you push off with the ball of your foot?
3. Do your legs and feet swing and land straight ahead?
4. Is your jogging stride longer than your walking stride?

Now do a second 100-yard jog. Have your partner look at you from a side view, checking your arms and body, and answer these questions:

1. Are your elbows bent properly (90 degrees) with your hands relaxed?
2. Do your arms swing straight forward and backward?
3. Are your head and chest up?
4. Is your body leaning only slightly?

Discuss your assessment with your partner. Then have your partner jog twice while you evaluate his or her technique. Try to correct your technique and have your partner check you again. Do the same for your partner. Both you and your partner may jog more than twice if necessary.

Standard 3: Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Outcomes: Develops and maintains a fitness portfolio.

Chapter 8, Self-Assessment

FITNESSGRAM 3—Cardiovascular Fitness, Flexibility, and Strength

- http://hk.humankinetics.com/fitforlife/OSG/u08_09.cfm

8 Self-Assessment

Self-Assessment

***FITNESSGRAM* 3—Cardiovascular Fitness, Flexibility, and Strength**

When you complete this activity, you'll know how to measure your cardiovascular fitness and strength, and the flexibility of your back and trunk muscles. You'll use self-assessment items from *FITNESSGRAM*. Before you try the exercises included in this activity, estimate what your ratings will be. Once you complete your assessments, fill out the *FITNESSGRAM* summary.



Read the self-assessment on *FITNESSGRAM* 3—Cardiovascular Fitness, Flexibility, and Strength on **pages 122 to 123** in *Fitness for Life*. Keep the book handy while you're completing the self-assessment. The photos will help you understand the tasks and techniques.

Equipment

CD Player

Physical Education Sound Tracks, Volume 1: track 1 (PACER Cadence)

FITNESSGRAM worksheet

Meter stick

Cones, masking tape, or markers to help you determine the start and stop points for the PACER

Exercise mats or soft surface

12-inch rulers or yardsticks

[Activity cards 76 and 77](#)

Directions

1. Print this page for reference and as a place to record your data as you complete this activity. Save a copy; you'll need this information later in the course.
2. Prepare the PACER course. Place a marker such as a stake in the ground to use as a starting

8 Self-Assessment

FITNESSGRAM 3—Cardiovascular Fitness, Flexibility, and Strength

Estimate Your Ratings				
Assessment item	Estimated ratings			
	High performance	Good	Marginal	Low
Trunk lift (upper back)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The PACER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Record Your Ratings					
Assessment Item	Score	Actual ratings			
		High performance	Good	Marginal	Low
Trunk lift (upper back)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The PACER	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Record Your Ratings for Future Self-Assessment					
Assessment Item	Score	Actual ratings			
		High performance	Good	Marginal	Low
Trunk lift (upper back)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The PACER	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. How do your actual ratings compare with your estimates? In a brief paragraph, explain why your estimates were too high, too low, or close to the actual ratings.

2. Discuss the importance of cardiovascular fitness, and strength and flexibility in your back and trunk muscles. Are these levels higher, lower, or near to what they should be for you? How will you change the activities you currently perform?

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

Outcomes: Applies best practices for participating safely in physical activity or dance setting.

Chapter 8

Lesson 8.1 Active Aerobics > Enrichment

Enrichment: Safety Assessment For Active Recreation

- http://hk.humankinetics.com/fitforlife/OSG/u08_06.cfm

8 Lesson 8.1 Active Aerobics > Enrichment**Description 1**

David is excited to be going on his first long hike this weekend with his friend Jason. It is early summer and the weather is nice. Neither David nor Jason has ever hiked for more than 2 hours at a time, but they are young and athletic and figure they will be okay. Jason bought a book of hikes, and they've selected one that loops around so that they will end up where they started from. David and Jason told their parents that they will be at a friend's house all day because they know their parents would worry.

Description 2

Jenna just learned how to inline skate from her friend Josh. She has always wanted to learn to inline skate and was excited when she found a pair of old skates and a helmet at the Goodwill store. She and Josh practiced for about an hour. Josh is going to a skating park on Saturday and invited Jenna to come along. Sometimes there are spontaneous competitions at the park on Saturdays. Jenna is very competitive and hopes to have a chance to show off.

1. What safety information would you share with David and Jason before they head out for their hike?

2. If David and Jason get lost on their hike, what mistake did they make that might cost them their lives?

3. What concerns do you have about Jenna's safety, given what you know?

4. Do you think Jenna has a good chance of getting hurt on Saturday? Why or why not?

8 Lesson 8.1 Active Aerobics > Enrichment

1. What safety information would you share with David and Jason before they head out for their hike? ensure that they tell someone (parents) park rangers where they are going.

Feedback: It is important to build up gradually when using new skills. They should consider trying a 4-hour hike first and gradually building to an all-day hike. They also need to tell someone where they are going and when they expect to get back. Finally, they should be sure to dress appropriately and carry a first-aid kit, a compass and map, and extra water and food.

2. If David and Jason get lost on their hike, what mistake did they make that might cost them their lives?

Not telling anyone where they were going.

Feedback: They didn't tell anyone the truth about their plans. If they don't show up at home, no one will know where to look for them.

3. What concerns do you have about Jenna's safety, given what you know?

She should watch first and maybe be more competitive at a later time. She should not use an old helmet. It may be no good.

Feedback: Jenna bought her equipment used and it may not be in good shape or fit her correctly. In addition, she learned from a friend and not an expert. Her competitive nature might cause her to try skills that she is not ready for.

4. Do you think Jenna has a good chance of getting hurt on Saturday? Why or why not?

Yes, due to her new to inline skating. In addition, she has an old helmet.

Feedback: Yes. She is competitive and has not been trained by an expert. She needs to practice simple skills first and master them before engaging in a competition or skating at a skate park.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Outcomes: Identifies the opportunity for social support in a self-selected physical activity or dance.

- **Chapter 8**
- Lesson 8.2 Active Recreation > Taking Charge
- Taking Charge: Finding Social Support
 - http://hk.humankinetics.com/fitforlife/OSG/u08_14.cfm

8 Lesson 8.2 Active Recreation > Taking Charge**Taking Charge: Finding Social Support**

The Taking Charge activity in this chapter gives you a chance to assess how much support you have for participation in physical activities. You have social support for fitness when other people encourage you or join you in doing sports or other activities.



Read Taking Charge: Finding Social Support on **page 127** and the Self-Management Skill section on **page 128** in your *Fitness for Life* book.

Answer the questions below to determine your level of social support. When you've finished, use the **FEEDBACK button.**

1. Do your parents/guardians participate in leisure-time physical activity at least three days each week?

- a. yes
- b. no

2. Do you exercise together with the adults in our home at least once a week?

- a. yes
- b. no

3. Has a teacher or coach ever encouraged you to join a team or exercise club?

- a. yes
- b. no

4. Does your closest friend participate in sports or physical activities (other than in physical education class) at least three days a week?

- a. yes
- b. no

5. Do several of your friends participate in sports or other physical activities (other than physical

8 Lesson 8.2 Active Recreation > Taking Charge

8. Do your friends think that regular physical activity is fun and good for them?

- a. yes
- b. no

9. Did your family do physical activities with you when you were a young child?

- a. yes
- b. no

10. Did you ever encourage a young child to play a sport or participate in other physical activity?

- a. yes
- b. no

[FEEDBACK](#)

For Discussion

Discuss a plan for finding social support that Shannon and Jim can follow. When you've finished, use the [COMPARE ANSWERS](#) button for feedback.

Whom might Shannon ask to go riding with her?

What could Jim do to become involved in physical activity?

What groups of people provide the social support a person receives?

[COMPARE ANSWERS](#)

Unit/Chapter Tests



HUMAN KINETICS

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E-PRODUCTS

JOURNALS

EDUCATIONAL RESOURCES

Ancillary Items

E-Book

Online Study Guide

Test Package

Give Us Your Feedback

Need Help?

Test Package

Test Package

Test Packages are available for download in two different formats: 1) Rich Text Format (.rtf) for use with word processing software such as Microsoft Word, and 2) Respondus.

You may access any or all of the options below by clicking on the tab for the format you would like to download.

Respondus

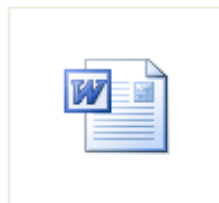
Rich Text Format

If you are unable to download and install the Respondus test bank software, you can still use the questions in the test bank as long as you use Microsoft Word.

Depending on your browser and operating system, the process will vary. In most cases, clicking the link below will either open the file or download it to your computer. You can then save it, edit it, and otherwise manipulate the test bank as you see fit.

The following files are in Rich Text Format (*.rtf) and zipped for your convenience.

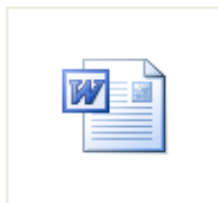
[Download Entire RTF Test Package](#)



corbin5e - tp - chapter 1.doc



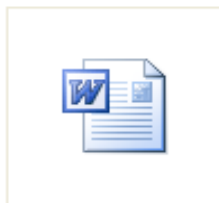
corbin5e - tp - chapter 10.doc



corbin5e - tp - chapter 11.doc



corbin5e - tp - chapter 12.doc



corbin5e - tp - chapter 13.doc



corbin5e - tp - chapter 14.doc



corbin5e - tp - chapter 15.doc



corbin5e - tp - chapter 16.doc



corbin5e - tp - chapter 17.doc



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corbin5e - tp - chapter 2.doc



corbin5e - tp - chapter 3.doc



corbin5e - tp - chapter 4.doc



corbin5e - tp - chapter 5.doc



corbin5e - tp - chapter 6.doc



corbin5e - tp - chapter 7.doc



corbin5e - tp - chapter 8.doc



corbin5e - tp - chapter 9.doc

Sample feedback answers from students about OLPE.

Please provide a grade for this course, A through F and tell us why you gave that grade.

- “I learned a lot from this course that I didn't learn in my gym class at school. The information I have learned will help me in the future.”
- “I would give this course an A. Everything was easy to follow and communicating with the teacher was easy too.”
- “I feel that I should give myself a B because I might not had passed all of the test, but I feel that the effort into trying to pass the test/assignments.”
- “I gave this course an "A" because I've learned more than I would have in a regular P.E. class at my high school.”

Activity Monitors and Resources for Blended and Online Physical Education Teachers

DR. BRIAN MOSIER

MR. RUSSELL DRIESEN

Cobb Virtual Academy is part of the Cobb County School District.

- CCSD is the second largest system in GA
- Enrollment is over 111,000 students
- 24th largest district in the United States
- 16 High Schools



- A program in the CCSD
- Offers Internet-delivered courses for students enrolled in CCSD
- Has served over 13,000 students since 2001
- Last year, over 3000 students served
- Spring, 2015 has over 1000 “seats” enrolled-over 200 in Personal Fitness

What does CVA Online Personal Fitness look like?

- Fitnessgram is completed at Pre-Fitness Night
- Students complete written assignments and submit through Blackboard
- 4 cardio and 4 strength workouts are submitted each week through Blackboard
- Final Exam

What does it look like?

Grade Calculation: Weekly Workouts = 60%, Unit Assignments = 10%,
Portfolio Assignments = 20% Final Exam = 10%



√	Assignment	Grading Category	Due Date
Unit 1: Introduction to Personal Fitness			
	FitnessGram Skills Test Scores	Assignments	Monday, 1/26
	1.1 – Collaborate Classroom	Assignments	Monday, 2/2
	1.2 – Student Info Sheet	Assignments	Monday, 2/2
	Week 1 Workout Chart	Workouts	Monday, 2/2
	Introduction Portfolio	Portfolio	Wednesday, 2/4
Unit 2: Physical Fitness			
	2.1 – Skills Analysis	Assignments	Monday, 2/9
	2.2 – Why Fitness DB	Assignments	Monday, 2/9
	Week 2 Workout Chart	Workouts	Monday, 2/9
	2.3 - Safety Brochure	Assignments	Monday, 2/16
	Week 3 Workout Chart	Workouts	Monday, 2/16
	Physical Fitness Portfolio	Portfolio	Wednesday, 2/18
Unit 3: Principles of Exercise			
	3.1 – Principles of Training	Assignments	Monday, 2/23
	3.2 – Fitness Pyramid	Assignments	Monday, 2/23
	Week 4 Workout Chart	Workouts	Monday, 2/23
	Principles of Exercise Portfolio	Portfolio	Wednesday, 2/25

Fitness Skills Tests & Polar Loop Distribution			
<i>Required face-to-face attendance</i> <ul style="list-style-type: none"> • Location – Oakwood Digital Academy • Equipment distribution and training • Wear workout clothes for <u>Fitnessgram</u> testing • Time: 4:30-6:30 PM • This session will take 2 hours 		Wednesday, January 21 (Last name A-L) Thursday, January 22 (Last name M-Z)	
<u>FitnessGram</u> Scores submitted online		Monday, January 26	
Weekly Workouts			
Week #	Cardio TZ	Dates	Due Date
Week 1	N/A	1/26 – 2/1	Monday, Feb. 2
Week 2	15 minutes	2/2 – 2/8	Monday, Feb. 9
Week 3	15 minutes	2/9 – 2/15	Monday, Feb. 16
Week 4	20 minutes	2/16 – 2/22	Monday, Feb. 23
Week 5	20 minutes	2/23 – 3/1	Monday, March 2
Week 6	25 minutes	3/2 – 3/8	Monday, March 9
Week 7	25 minutes	3/9 – 3/15	Monday, March 16

How do students submit workouts?



Get started by registering a coach account at flow.polar.com/coach

Invite students to join your coaching group using email address

Email sent to the student

New user:
Register Flow account

Existing user:
Login to Flow



Accept coach request in Flow

Teacher

Flow for Coach

View and analyze student's results and progress online

Switch conveniently between students' personal training diaries and progress reports



Add training targets
Share feedback and comments

Sync training results and targets



Flow
View own results and teacher's feedback

Student



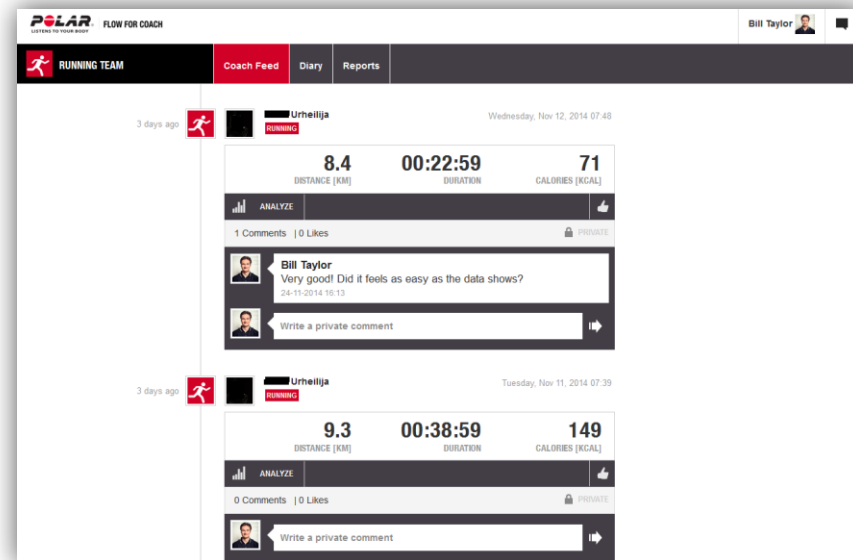
Use any Polar Flow compatible product to track training results

Coach Feed

The Coach Feed covers all student activity in one timeline

Coach can:

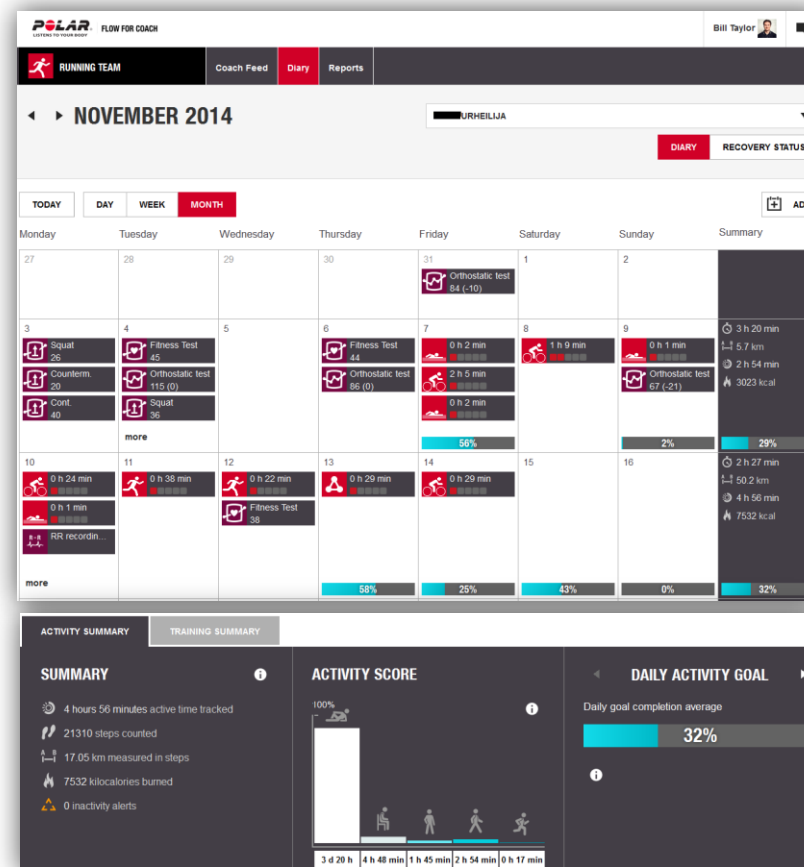
- Filter list by member and by class
- Privately comment on all activity (results and tests)
- Deep dive into the result by selecting "Analyze"
- Notifications on received comments



Diary

The Diary is simply the complete calendar of the student

- View students' training and activity overview and summaries (month/week/day)
- Add [Training Targets](#)
- View [Training Load & Recovery Status](#)
- Analyze individual sessions



Strength 1



FLOW beta

Feed

Explore

Diary

Progress

Kitty Vaughn



MONDAY, JUN 2, 2014 11:01 AM

01:29:38
DURATION [h:mm:ss]

131
AVERAGE HEART RATE [bpm]
MAX 196 / MIN 2

596
CALORIES [kcal]

MORE

01:27:15
122 bpm



HEART RATE ZONES

Zone	Percentage	Duration
5	0%	00:00:00
4	0%	00:00:00
3	13%	00:02:40
2	64%	00:12:40
1	23%	00:04:35

00:23:30
DURATION [h:mm:ss]

100
AVERAGE HEART RATE [bpm]

X

Cardio 1

POLAR LISTENS TO YOUR BODY | FLOW beta | Feed | Explore | **Diary** | Progress | Kitty Vaughn | ☆ | 🗨

MONDAY, JUN 2, 2014 11:01 AM

01:29:38
DURATION [hh:mm:ss]

131
AVERAGE HEART RATE [bpm]
MAX 196 / MIN 2

596
CALORIES [kcal]

MORE

🕒 01:11:30
📍 135 bpm



HEART RATE ZONES

Zone	Percentage	Duration
5	2%	00:01:15
4	91%	00:59:20
3	6%	00:03:45
2	1%	00:00:45
1	0%	00:00:05

01:06:05
DURATION [hh:mm:ss]

138
AVERAGE HEART RATE [bpm]

X

Our Flexible learning options include:

- 140+ core, elective, AP^{®*}, and NCAA-approved core courses available 24/7
- Certified Florida teachers, available 8 a.m.–8 p.m.
- A student advisement center, including access to professional certified school counselors
- Online clubs, activities, and collaborative events
- Supplemental courses and a full-time program

School by the Numbers

- 300,000+ half credits completed
- 40,000+ Physical Education half credit completions toward state graduation requirement
- 1200+ Full Time Instructors
- 101 Full Time Physical Ed. & Health Ed. Instructors

Student Centered

- Discussion-Based Assessments (mandatory telephone assessments)
- Text messaging with students and parents
- Monthly parent communication
- PE/Health and Guidance partner to present webinars on Dating Violence, Bullying, Suicide, Cyber Safety, and NCAA Eligibility
- Live Lessons at 4pm and 7pm Monday – Thursday
- Personal Learning Assistant (knowledge base help site)

Outcome Goals

- Excite kids about personal progress
- Deepen knowledge about fitness and activity
- Increase activity time
 - 84,000 Moves per week goal
 - 420 MVPA minutes per week goal
- Improve data collection
- Increase accuracy of data

GETTING STARTED

WELLNESS DASHBOARD

HOPE

1

PLAY & PLAN

2

PLAY WITH FOCUS

3

PLAY FOR KEEPS

4

PLAY SMART

5

PLAY IT SAFE

6

PLAY FOR LIFE

SEGMENT 1

SEGMENT 2

CREDITS

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WELLNESS DASHBOARD

MOVBAND

1. Select the Sync button.
2. Authorize FLVS to see your MOVband data. (You may be asked to log in to your MOVABLE account.)
3. Sit back and watch your charts build.

SYNC YOUR MOVBAND

PERSONAL BESTS

 New Record  Goal

Update your Personal Profile and enter some Fitness Assessments to see your bests!

Course Specifics: What You Need To Know (continued)



MOVband®

If you haven't already done so, purchase a [MOVband digital fitness tracker](#) to be delivered to your home address. The MOVband provides a convenient and accurate way to track your daily movements, so you get credit for doing chores around the house, walking the halls at school, and other everyday activities. Tips for using the MOVband:



- Follow the [included instructions](#) to set up and register your MOVband
- Wear it every day to get credit for all your movements
- Sync your MOVband to your computer each day; your instructor is watching for your daily activity
- Keep the MOVband safe, charge it regularly, and do not get it wet

Watch [this video](#) for help connecting and charging your MOVband.

If you have any questions, check out the [MOVband help site](#) or contact your instructor.

Movband Research

~9,980 steps = 12,000 Moves.

Movable recommends

12,000 moves for adults

14,000 moves for children (FLVS is using 12,000 to start)

Recommendation is based on Movable research to ensure that children and adults reach the CDC recommended daily PA levels

DASHBOARD

MOVBAND

Moves Steps Miles ?

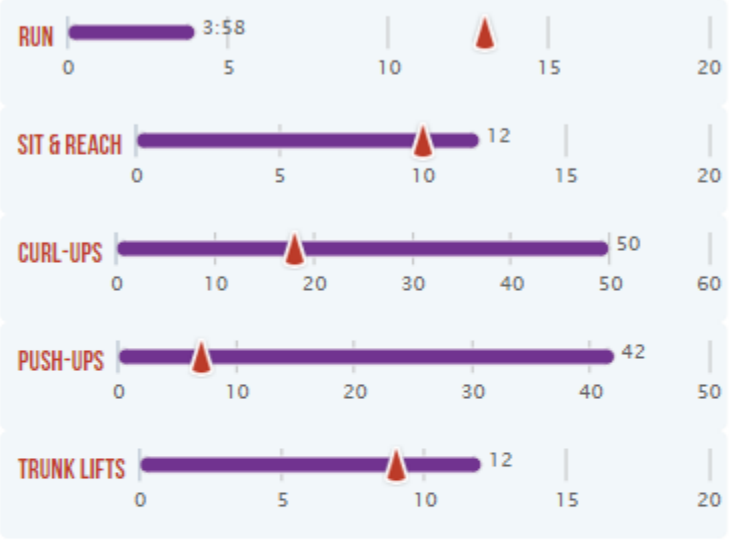


46074 Total Moves | 6,582 Average Daily Moves | 12,000 Goal Daily Moves | %55 Towards Your Goal

Week of 11/12/13 - 11/18/13

PERSONAL BESTS

New Record Goal



FITNESS ASSESSMENT

PHYSICAL ACTIVITY

NUTRITION

REPORTING

PERSONAL PROFILE

AEROBIC CAPACITY

RUN

BODY COMP

SIT & REACH

CURL-UPS

PUSH-UPS

TRUNK LIFT

FITNESS ASSESSMENT

PHYSICAL ACTIVITY

NUTRITION

REPORTING

PERSONAL PROFILE

AEROBIC CAPACITY

RUN

BODY COMP

SIT & REACH

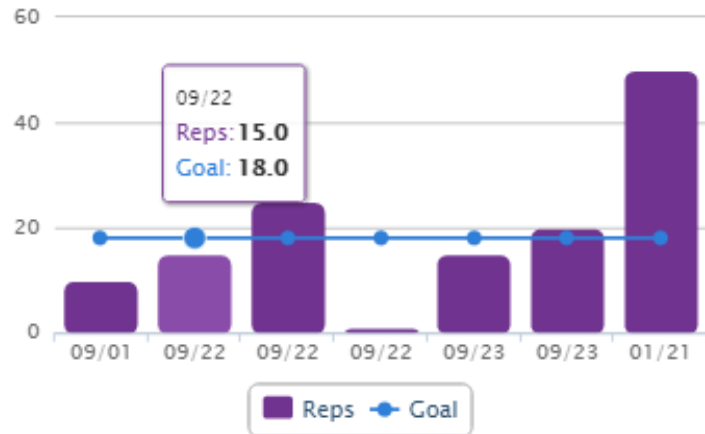
CURL-UPS

PUSH-UPS

TRUNK LIFT

AB CURL-UPS

ADD



▲ Last Record ■ Needs Improvement
■ In the Zone

FITNESS ASSESSMENT

PHYSICAL ACTIVITY

NUTRITION

REPORTING

PERSONAL PROFILE

CARDIO



ACTIVITY NAME



INTENSITY:

INTENSITY



TIME (MIN):

TIME (MINUTES)

ENTER



AUGUST 2014



					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19				
24	25	26				
31						

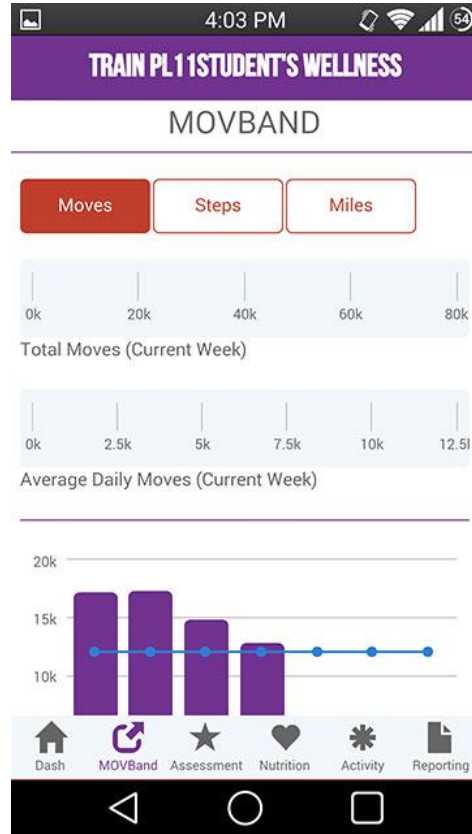
August 26, 2014

Basketball 587.25

Total calories consumed: 127495.13

Total assessment/activity calories burned: 587.25





4:04 PM

TRAIN PL11STUDENT'S WELLNESS

FITNESS ASSESSMENT
Personal Best // Goal

AEROBIC CAPACITY	43.2 // 39.1 VO ² MAX	➤
ONE MILE RUN	5:00 // 13:00 MINUTES	➤
BODY COMPOSITION	18.6 // 24.3 BMI	➤
SIT & REACH	12 // 12-12 INCHES	➤
AB CURL-UPS	99 // 18 REPS	➤
PUSH-UPS	120 // 7 REPS	➤
TRUNK LIFTS	10 // 9-12 INCHES	➤

Dash MOVBand Assessment Nutrition Activity Reporting

4:04 PM

TRAIN PL11STUDENT'S WELLNESS

ONE MILE RUN 5:00 // 13:00
MINUTES ➤

Date	Minutes	Time to Beat
07/14	10	13:00
08/01	5	13:00
08/04	15	13:00
08/09	5	13:00
09/09	13	13:00
09/18	9	13:00
09/22	10	13:00

ADD

Dash MOVBand Assessment Nutrition Activity Reporting

4:04 PM

TRAIN PL11STUDENT'S WELLNESS

10:00

MIN/MILE

▲ Last Record ■ Needs Improvement
■ In the Zone

Dash MOVBand Assessment Nutrition Activity Reporting

WELLNESS DASHBOARD

YOUR STUDENTS

Student ID	Last Name	First Name	Assignment Date	Last Login
1308760	PL10Student	Train	01-29-2014	11-13-2014
1308774	PL11Student	Train	01-29-2014	11-13-2014

Teachers have class lists

Student names link to individual data

Teachers can view and edit data

PE Teacher Toolbox Must Haves

SHAPE America

Center for Disease Control & Prevention

American Academy of Pediatrics

World Health Organization

American Heart Association

Health.gov

Institute of Medicine

ChooseMyPlate

Healthy People 2020

[Professional Development](#)

[Standards & Guidelines](#)

[Grants & Scholarships](#)

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Online Tools

- Exchange
- Teacher's Toolbox
- Coach's Toolbox
- Quality PE



Books & Products

- Featured Products
- New Releases
- Advertising
- Product Catalog

Resources

- Physical Activity Resources
- School Health Resources
- Early Childhood Education

Newsletters

- Et Cetera
- Momentum
- *The Pulse* Newsletter
- District Newsletters

Inside Teacher's Toolbox



Quality Physical Education

SHAPE America believes that every student in our nation's schools, from PK-12, should have the opportunity to participate in quality physical education.

The Four Components of a High-quality Physical Education Program

- ▶ Opportunity to Learn
- ▶ Meaningful Content
- ▶ Appropriate Instruction
- ▶ Student and Program Assessment

Why is Quality Physical Education Important?

Quality physical education programs help all students develop:

- ▶ health-related fitness,
- ▶ physical competence,
- ▶ cognitive understanding,
- ▶ positive attitudes about physical activity

so that they can adopt healthy and physically active lifestyles.

Tools for Observing Quality Physical Education

Are the children in your family and community receiving high quality physical education? Visit your school(s) and use the following tools and information to assess the quality of the physical education program.

More About Quality PE

- [Key Points](#)
- [Resources](#)
- [Related Links](#)

Quick Links

- [State Standards](#)
- [Guidance Documents](#)
- [Shape of the Nation](#)
- [Advocacy Toolkit](#)

Did You Know....



SHAPE America recommends that the appropriate class length for physical education instruction is a maximum of 30 minutes per class in grades K-2 and a maximum of 45 minutes per class in grades 3-5.



Physical Activity

Physical Activity for Everyone

How much physical activity do you need?

Adults

▶ Children

What Counts?

Older Adults

Healthy Pregnant or Postpartum Women

Adding Physical Activity to Your Life

Success Stories

Measuring Physical Activity Intensity

Physical Activity and Health

[Physical Activity](#) > [Physical Activity for Everyone](#) > [How much physical activity do you need?](#)



How much physical activity do children need?

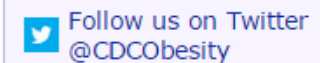
Children and adolescents should do 60 minutes (1 hour) or more of physical activity each day.

This may sound like a lot, but don't worry! Your child may already be meeting the *Physical Activity Guidelines for Americans*. And, you'll soon discover all the easy and enjoyable ways to help your child meet the recommendations. Encourage your child to participate in activities that are age-appropriate, enjoyable and offer variety! Just make sure your child or adolescent is doing three types of physical activity:

1. Aerobic Activity



Aerobic activity should make up most of your child's 60 or more minutes of physical activity each day. This can include either moderate-intensity aerobic activity, such as brisk walking, or vigorous-intensity activity, such as running. Be sure to include vigorous-



Contact Us:

Centers for Disease Control and Prevention
 1600 Clifton Rd
 Atlanta, GA 30333

800-CDC-INFO
 (800-232-4636)
 TTY: (888) 232-6348

[Contact CDC-INFO](#)



Chapter 3: Active Children and Adolescents



Regular physical activity in children and adolescents promotes health and fitness. Compared to those who are inactive, physically active youth have higher levels of cardiorespiratory fitness and stronger muscles. They also typically have lower body fatness. Their bones are stronger, and they may have reduced symptoms of anxiety and depression.

Youth who are regularly active also have a better chance of a healthy adulthood. Children and adolescents don't usually develop chronic diseases, such as heart disease, hypertension, type 2 diabetes, or osteoporosis. However, risk factors for these diseases can begin to develop early in life. Regular physical activity makes it less likely that these risk factors will develop and more likely that children will remain healthy as adults.

Youth can achieve substantial health benefits by doing moderate- and vigorous-intensity physical activity for periods of time that add up to 60 minutes (1 hour) or more each day. This activity should include aerobic activity as well as age-appropriate muscle- and bone-strengthening activities. Although current science is not complete, it appears that, as with adults, the total amount of physical activity is more important for achieving health benefits than is any one component (frequency, intensity, or duration) or specific mix of activities (aerobic, muscle-strengthening, bone strengthening). Even so, bone-strengthening activities remain especially important for



Active Transportation

Active transport or active commuting refers to the use of walking, biking, or other human-powered methods.



A VOLUNTEER ADULT CAN LEAD GROUPS OF STUDENTS TO SCHOOL IN A WALKING SCHOOL BUS. SIMILAR TO A TRADITIONAL SCHOOL BUS, THE GROUP FOLLOWS A SET ROUTE AND PICKS UP STUDENTS ALONG THE WAY.

Excellent way to encourage morning activity for those who live too far to actively commute.



Activities are similar to after-school programs, including intramural sports, music, and arts.

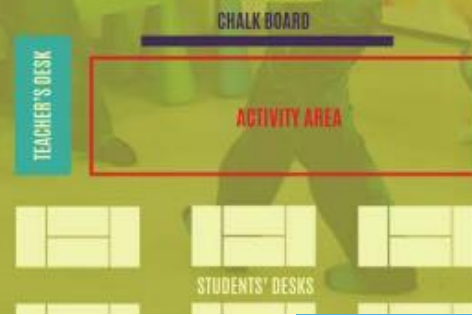
Classroom Activity Time

Vigorous or moderate-intensity physical activity during frequent classroom breaks can decrease body mass index (BMI) in students over time.



1. Group projects provide opportunities for students to get out of their desks and encourage movement.
2. Active lessons allow students to stand and move around the classroom while doing academic activities.
3. Breaks can be taken during or in between lessons for teachers to lead students in movement in the classroom.

OPTIMIZE CLASSROOMS FOR ACTIVITY



State Advocacy **FOCUS** American Academy of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™



School Physical Education and Activity

AAP POSITION

- All children should receive at least 1 hour of physical activity a day.
- Physical activity should be promoted at home, in the community, and at school, but school is perhaps the most encompassing way for all children to benefit.
- Recess can serve as a counterbalance to sedentary time and contribute to the recommended 60 minutes of moderate to vigorous activity per day, a standard strongly supported by AAP policy as a means to lessen risk of overweight.
- Schools should also provide 1 hour of quality physical education daily to all students in grades K-12. It should emphasize enjoyable participation in physical activity that helps students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence required to adopt and maintain healthy active lifestyles.
- Physical education classes should allow participation by all children regardless of ability, illness, and/or injury, including those with obesity and those who are disinterested in traditional competitive team sports.

School Site Resources



Active Kids Do Better

Join the movement to bring physical activity back to our nation's schools.

[JOIN THE MOVEMENT](#)



Action for Healthy Kids.

VOLUNTEER

DONATE

[What We Do](#) [Tools for Schools](#) [Events](#) [In Your State](#) [Get Involved](#) [Gift Catalog](#)

Watch our Every Kid Healthy Video

Get a glimpse of how we are fighting the childhood obesity epidemic and learn about healthy tips and tools you can use in your everyday life – including the lives of kids around you.

PLAY NOW »

Improved lives
START HERE



Read the new blog written by students, for students!

[Blog](#)

Connect with Fuel Up to Play 60 Fans (13 and over).

[f Connect](#)

Fuel Up to Play 60 is a program founded by the National Dairy Council and NFL, in collaboration with USDA, that empowers students to take charge in making small, everyday changes at school. Students can win cool prizes, like an NFL player visit or Super Bowl tickets, for choosing good-for-you foods and getting active for at least 60 minutes every day. We want kids to make a difference not only in their lives, but also their community.

Whether you're a student, supporter or educator, simply choose your path to get involved and get going.

I'm a Student



I'm a Supporter



I'm an Educator



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Presidential Youth FITNESS PROGRAM



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Supplemental
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Professional Development

Videos and Webinars

[See the Presidential Youth Fitness Program in action.](#) Browse our video library for more tools and resources to help you make your program a success.

Standards Driven Resources

Professional Development

Standards & Guidelines

Grants & Scholarships

Recognition & Accreditation

Conferences & Events

Media & Advocacy

Resources & Publications

EXP

Physical Ed

Physical Act

Health Edu

Research

Dance

Early Childh
Education

Sport

Standards

- Health Education
- Dance
- **Physical Education**
- Sport
- **Adapted PE National Standards (APENS)**

Guidelines

- Early Childhood
- Physical Activity
- Physical Education



E America Online Store
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National PE Standards

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SHAPE America's National Standards define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- National Standards
- State Standards
- Health Education Standards
- Dance Standards
- Sport Standards
- Physical Education Standards
- Adapted PE/PA Standards

Free Download



[Grade-Level Outcomes for K-12](#)

October 2011

VERSION 2

National Standards for Quality Online Teaching



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October 2011

VERSION 2

National Standards for Quality Online Courses

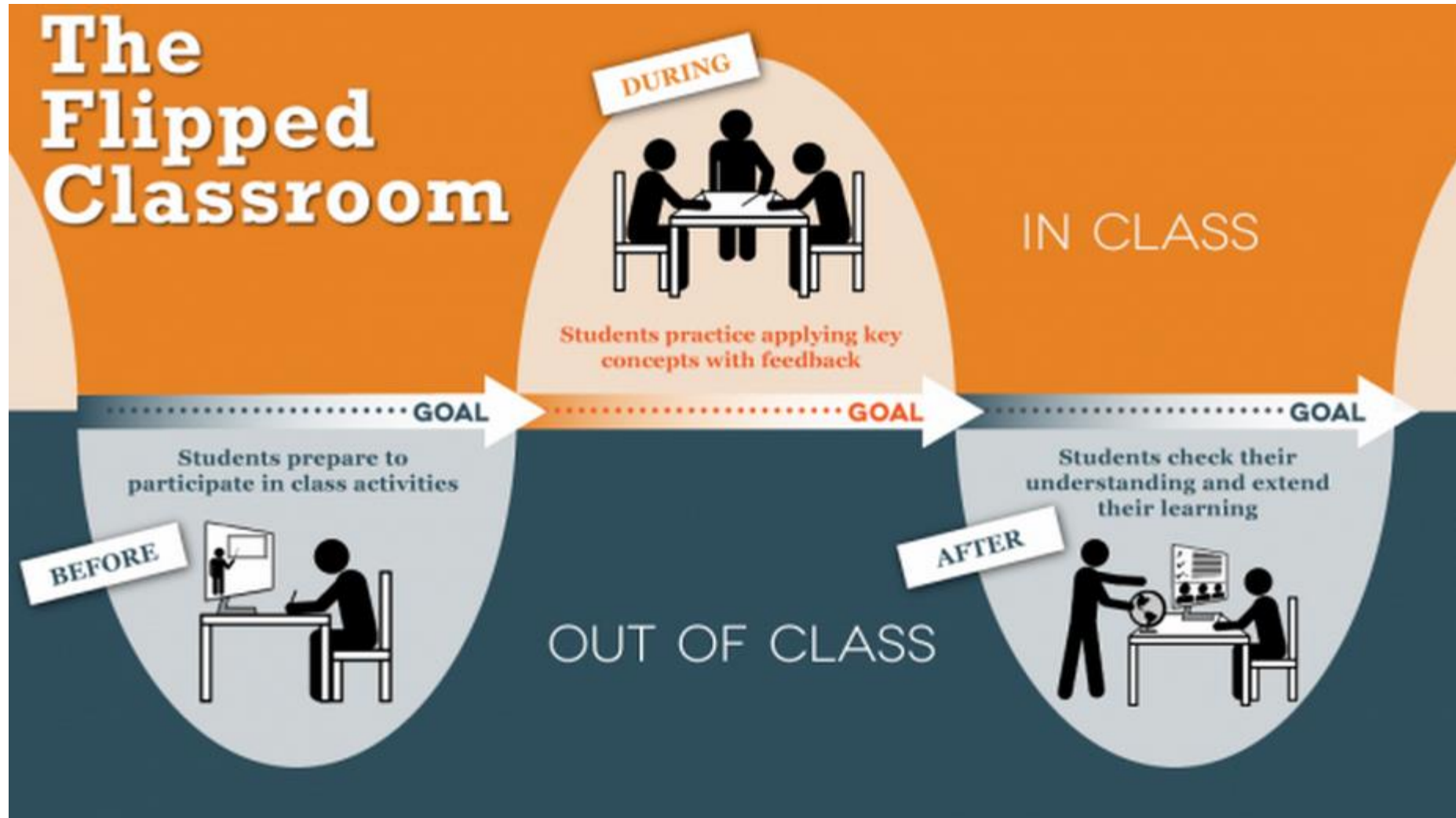


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Blended Learning

The Flipped Classroom

The Flipped Classroom



Reinert Center for Transformative Teaching & Learning

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- [Teaching Tips & Resources](#)
 - [Ignatian Pedagogy](#)
 - ▶ **[Flipped Classroom Resources](#)**
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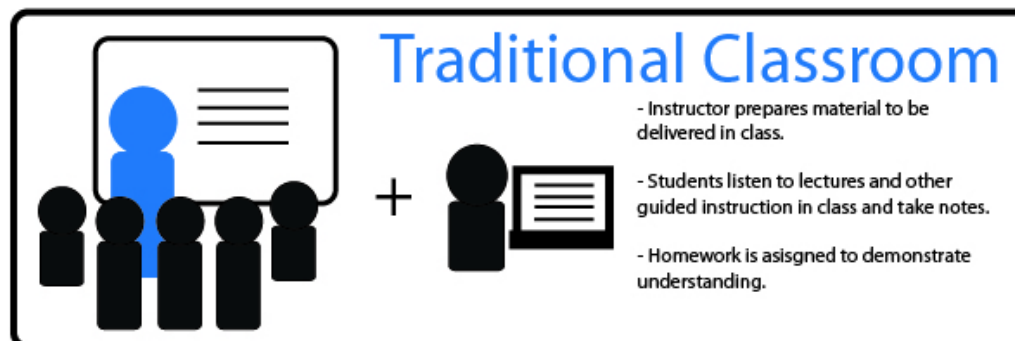
[Site Map](#)

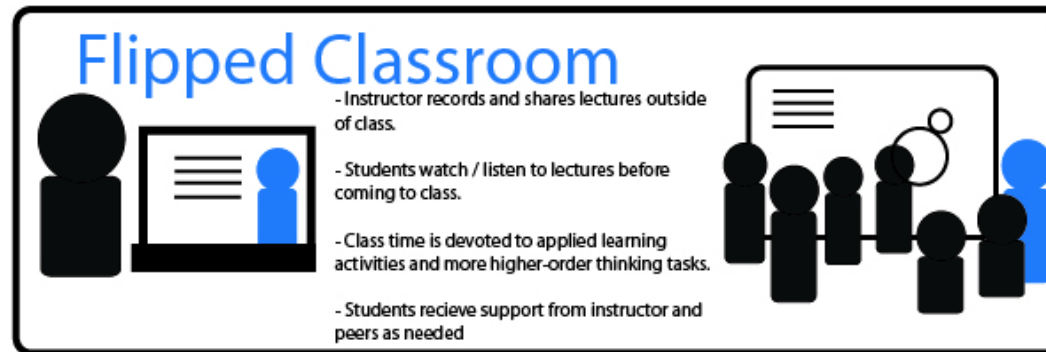
Reinert Center

for Transformative Teaching and Learning

Flipped Classroom Resources

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository. While a prerecorded lecture could certainly be a podcast or other audio format, the ease with which video can be accessed and viewed today has made it so ubiquitous that the flipped model has come to be identified with it. - *Educause, February 2012*





WHAT IS A FLIPPED CLASSROOM? - 5 RESOURCES EXPLAINING THE FLIPPED APPROACH

1. [7 Things you Should Know about Flipped Classroom \(Educause\)](#)
2. [The Flipped Class: What A Good One Looks Like](#)
3. [The Flipped Class: What it is and what it is not](#)
4. [Flipped Classroom: The Full Picture for Higher Education](#)
5. [Flipped Classroom Infographic](#)

HOW DO I GET STARTED? - 5 GENERAL RESOURCES FOR THE FLIPPING YOUR CLASS

1. Learning Resources for Flipping Your Class

Google Doc by Dan Spencer - Educational Technology Consultant - Jackson (MI) County ISD

2. The Flipped Classroom guide for Teachers

3. The Center for Teaching Excellence at Cornell University

Explains the basic concepts behind flipping, including how to structure the flipped classroom and active learning activities.

4. Teaching Guide from Vanderbilt



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March 11, 2015 | TRENDING: [Unit-Planning Checklist](#)

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online teaching

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March 2015

Instructional Practices for Online K-12 Education-In Service Credit

Strategies for setting clear expectations and providing effective feedback, how to implement the most up-to-date technology tools to engage students and how to differentiate instruction in an online environment.

Teacher Toolbox - Reshaping Assessment and Feedback For Online Students

Assessment and feedback are at the heart of the learning experience. In this session, we will discuss specific strategies for shaping assessment and feedback in the online environment to build strong teacher/student relationships, guide resource and learning path decisions, increase student metacognition, and provide tools for current and future learning within the content.

Be the Architect, not the Builder

Step into Blended Learning and be the architect or designer of your students' learning environment allowing them to do the work of building their learning experience.

March 2015

Scaffolding Instruction for ELL Students

This training explores ways to address the specific needs of English Language Learners (ELL) and how to scaffold their language and literacy development.

Virtual Facilitation-Applying the Facilitator's Methodology from Anywhere

In this 90-minute webinar, learn how to adapt facilitation skills to the virtual environment. Discover critical components of virtual facilitation, how to overcome common dysfunctions in virtual meetings, and ways to accomplish full group participation – as if you're in the same room.

Once Upon a Time-Enhance Your Presentation with Storytelling @11:00AM

- Why presentations with stories are more engaging and effective than those without them.
- Different ways to use storytelling effectively in a presentation.
- A surefire method for crafting an engaging story.

March 2015



Live Lesson Makeover Series: Session 3 - The Conclusion

During this interactive session we will build upon what we discovered in Sessions 1 & 2 and explore, try-out, and discuss easy and engaging literacy based activities and strategies to use to wrap-up your live lessons including assessment and differentiation.

Kicking Down the Doors of Online Learning: Collaboration Among Teachers

Teachers and teacher leaders should not only be sharing their best practices in online learning but they should be giving away the best WAYS to share online in online teaching communities.

Academic Integrity: Working to Protect Integrity-A Three Part Series



There's a Fitbit product for everyone.

SEE OUR FAMILY OF EVERYDAY, ACTIVE AND PERFORMANCE FITNESS PRODUCTS



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Price Range \$60 - \$250

Meet fitbit

When it comes to reaching your fitness goals, steps are just the beginning. Fitbit tracks every part of your day—including **activity**, **exercise**, **food**, **weight** and **sleep**—to help you find your fit, stay motivated, and see how small steps make a big impact.



Experience fitbit



TRACK



SYNC



PROGRESS



ACHIEVE



INSPIRE

Stay on track with online and mobile tools that show your progress as charts and graphs on the Fitbit dashboard.

There's a better version of you out there.

GET UP[®] AND FIND IT.

Find the tracker that's right for you. [»](#)

MotionX[®]
Powered

UP_{move™}



UP3



JAWBONE.COM EXCLUSIVE
THE SLEEP PACK



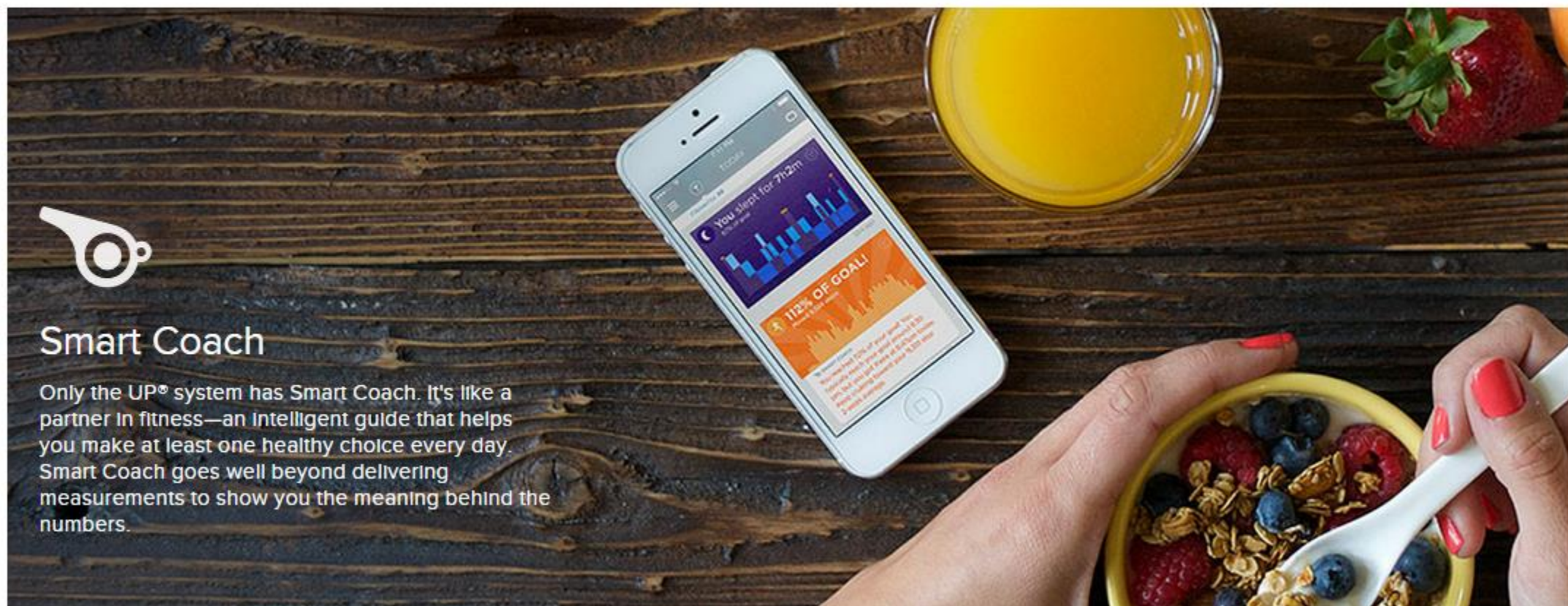
NEW
MARKETPLACE




Price Range \$50 - \$180

UP[®] App

The key to unlocking a better you.





Smart Coach

Only the UP[®] system has Smart Coach. It's like a partner in fitness—an intelligent guide that helps you make at least one healthy choice every day. Smart Coach goes well beyond delivering measurements to show you the meaning behind the numbers.

NIKE+ FUEL APP

Download on the
App Store

3

GET MOVING

Get the motivation and inspiration you need to keep moving with tips and challenges from the Nike+ community.



Price Range \$80 - \$100

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See ▶

Use

Train

Share

Buy

Get started



Blackcurrant



Smokey Black



Misty Blue

The activity tracker that makes you move.



24/7 activity



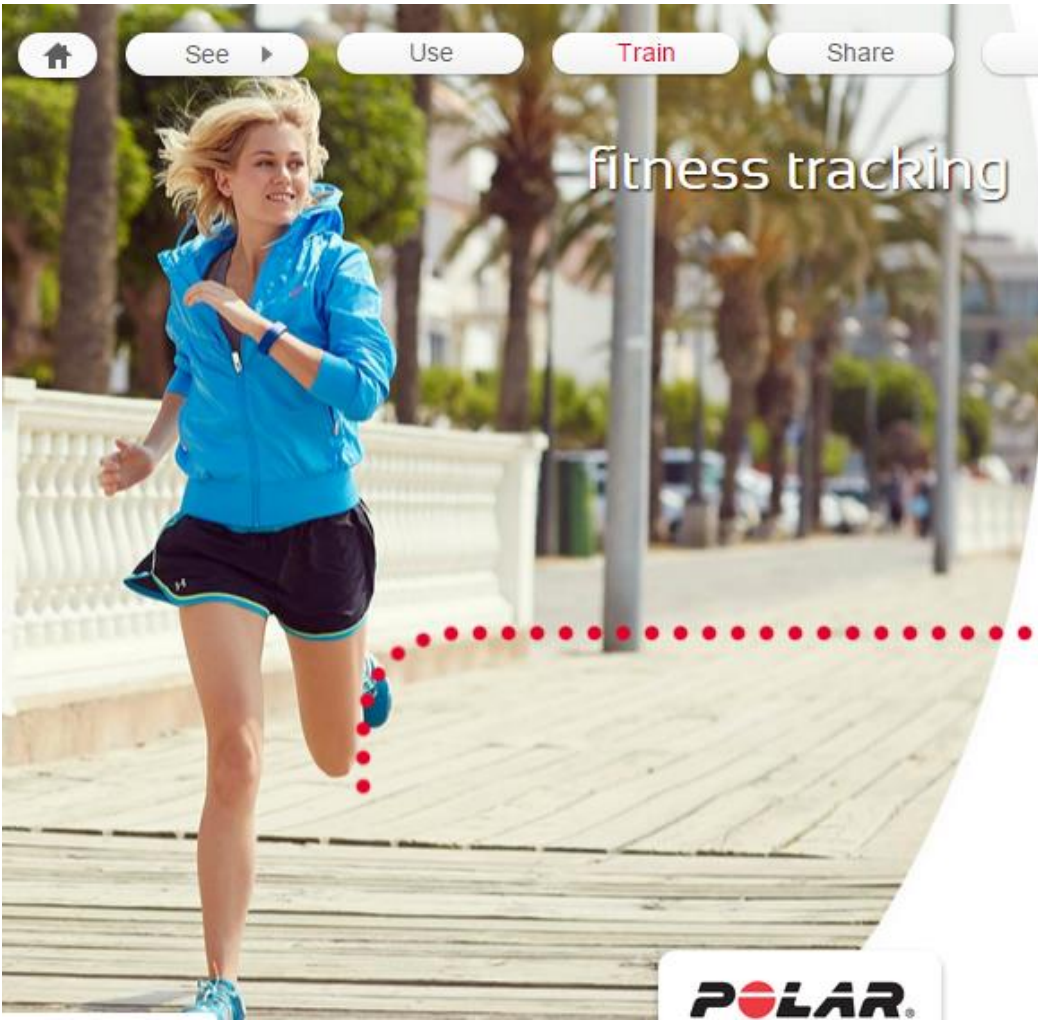
Sleep quality

POLAR



Flow mobile app
and web service

Price Range \$110



See ▶

Use

Train

Share

Buy

Get started

fitness tracking

Track your training


Polar Loop tracks all your activity. To get even more out of your daily sports, the H6 heart rate sensor is an optional but perfect match for Polar Loop. Learn about your training and get smart guidance.

More ▶

H6 heart rate sensor



59.90 EUR

 Find Retailer



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Activity tracker

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vívocomplete

GPS smartwatch for the active lifestyle

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Price Range \$130 - \$250

No matter how you live, make every
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1+ YEAR BATTERY LIFE



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SLEEP
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WATER
RESISTANT



HEART RATE



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TIME



ACTIVITY
TIMER



BE MORE CONNECTED TO YOUR HEALTH

Your well-being is a numbers game. To stay ahead, you need to know your stats, chart your progress and set goals. That's just what Omron Wellness, our mobile apps and compatible products, can help you do.

Leading a more fulfilling life begins with having a clearer picture of your health. Register for your free account today!

Log on ▶

Register ▶

NOTE: If you have already created an account with the Omron Wellness or Omron Fitness mobile apps, please use that username and password when registering.

An account exists



If you already have an Omron



Alvita USB Pedometer With Four Activity Modes and Web Solution

Model: HJ-322U

★★★★★ (2)

MSRP: \$44.99

SALE: \$30.99

In Stock

BUY NOW



Alvita USB Pedometer With Five Activity Modes And Web Solution

Model: HJ-323U

★★★★★ (2)

MSRP: \$49.99

SALE: \$34.99

In Stock

BUY NOW



Tri-Axis USB Pedometer With Five Activity Modes And Web Solution

Model: HJ-324U

★★★★★ (0)

MSRP: \$49.99

SALE: \$34.99

In Stock

BUY NOW



Alvita Wireless Activity Tracker

Model: HJ-327T

★★★★★ (1)

\$59.99

In Stock

BUY NOW

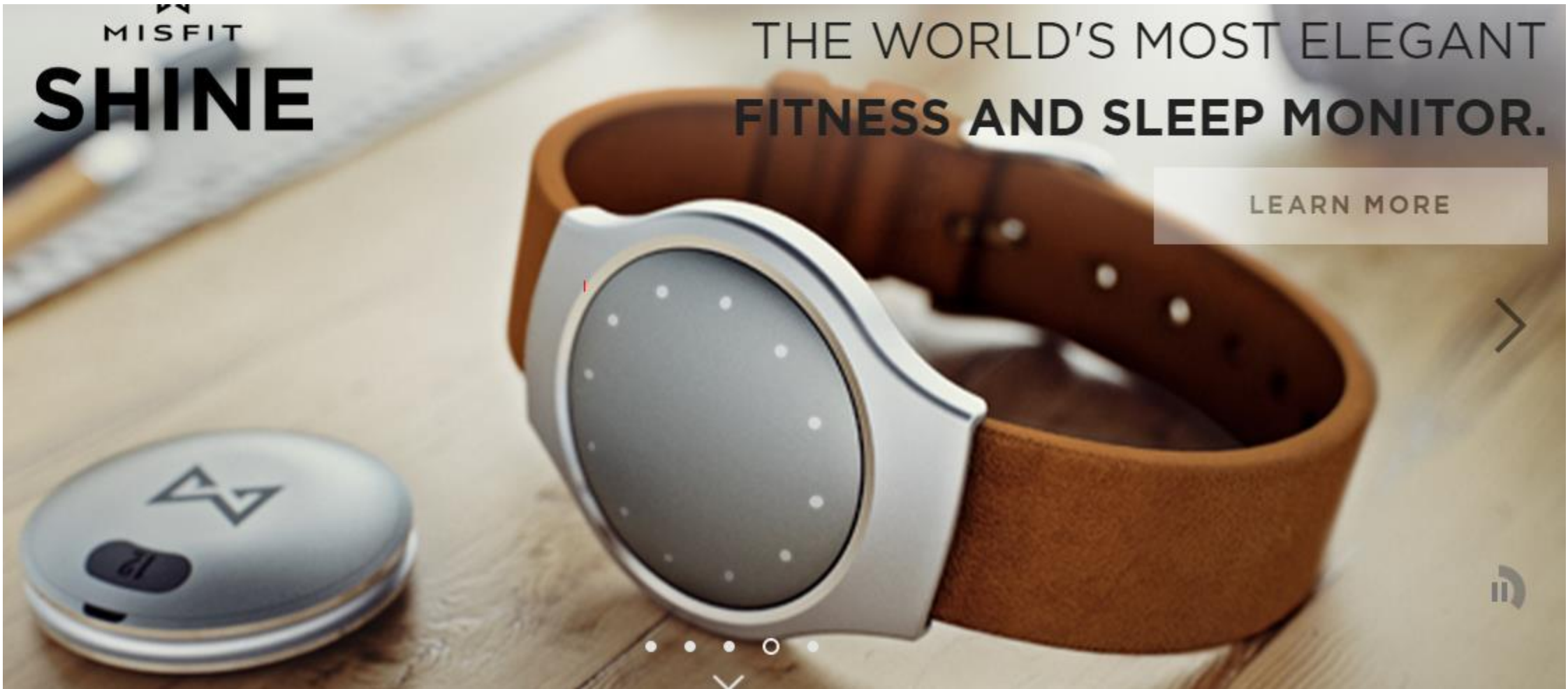
Price Range \$18 - \$60



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SHINE

THE WORLD'S MOST ELEGANT
FITNESS AND SLEEP MONITOR.

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INTRODUCING
CORAL

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The central image features a close-up of a ring with a large, oval, textured coral stone set in a silver band. The background is a solid light orange color. The text 'INTRODUCING CORAL' is written in white, with 'CORAL' in a larger, bold font. Below the text is an orange button with the text 'BUY NOW' in white. The collage includes various coral-related images: a close-up of coral reef structures, a woman wearing a necklace with a circular coral pendant, slices of watermelon, and other coral-themed items.

TRACK IT ALL



AUTOMATIC SLEEP MONITORING



STEPS, CALORIES, DISTANCE



DAILY PHOTO FOOD JOURNAL



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Moves

Activity Diary
of Your Life



NEW
iPhone v2.5
Add All
Activities
Easily

Features

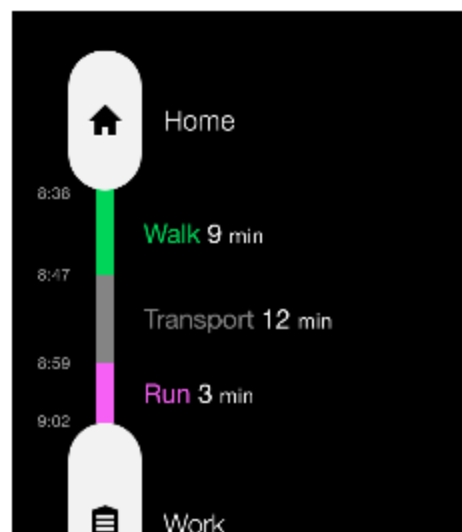
Moves automatically records any **walking, cycling,** and **running** you do. You can view the distance, duration, steps, and calories* burned for each activity. The app is **always on**, so there's no need to start and stop it. Just keep your phone in your pocket or your bag.

Battery use

The app consumes battery power, so **nightly charging is recommended.** With **typical phone use**, a smartphone running Moves should have enough battery power to last all day. The optional Battery Saving Mode in Moves for iPhone saves up to 40% of battery.



At night



Storyline

Moves is an automatic diary of your life. Your daily storyline and maps show where, when, and how much you move.

Step counter

Moves is a pedometer that helps you get fit by walking more. See how many steps you take and aim for a healthy exercise goal of 10,000 steps a day. On iPhone 5s Moves uses M7 for increased accuracy.



PEOPLE MOVE MORE TOGETHER.

We're on a mission to improve personal well-being by
inspiring movement in groups.

Price Range \$30 - \$60

Movband

Movbands are easy-to-use, affordable activity monitors that provide real-time feedback on activity levels to inspire you to go the extra mile. Our products feature the latest accelerometer technology to track all movement, not just steps. Make Movband your own with a variety of different colored bands to chose from.

Movbands are available in two models:



[Request a Demo](#)

MOVBAND: MODEL 3





Admin Center

We give Group Administrators a turn-key solution to oversee your group activity platform and access powerful analytics.

- Manage your groups & participants
- Create fun & effective challenges
- Schedule communications to keep your group up to date
- View progress with real-time reporting and analytics
- Optionally integrate data via API



[Request a Demo](#)

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FOR COACH

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TRAINING DIARY AND REPORTS

Check out the summaries of completed workouts and see how your client is doing.

POLAR FLOW FOR COACH
LISTEN TO YOUR BODY
Bill Taylor

TRIATHLON TEAM
Coach Feed
Activities
Reports

◀ ▶ **MAY 2014**
JOE O'CALLAHAN ▼

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Summary
28	29	30	1 Interval 61,9 km	2	3	4 Long ride 96,5 km	⌚ 5h 33min ↕ 158,4 km
5 Easy ride 62,9 km	6	7 Interval 64,1 km	8	9	10 Long ride 94,7 km	11 Group ride 115,2 km	⌚ 11h 37min ↕ 336,9 km
12	13 Easy ride 60,8 km	14	15	16 Easy ride 65,3 km	17	18 Long ride 95,7 km	⌚ 7h 41min ↕ 221,8 km
19 Easy ride 63,6 km	20 Easy ride 89,2 km	21 Easy ride 89,2 km	22 Interval 61,9 km	23	24 Long ride 92,6 km	25 Group ride 155 km	⌚ 14h 36min ↕ 462,5 km
26	27	28 Easy ride 70 km	29	30 Easy ride 60 km	31	1 Group ride 120 km	↕ 250 km

TRAINING SUMMARY
ACTIVITY SUMMARY

SUMMARY

- 14 sessions
- 39h 30min of exercising
- 1179,6 km tracked
- 31980 calories burned

SPORT ZONES

6	6%	02:17:36
4	20%	08:02:00
3	42%	16:46:12
2	19%	07:40:54
1	13%	04:43:18

TRAINING BENEFITS

- 65%**
Steady state &
Basic training, long
- 20%**
Basic Training
long
- 15%**

Automatically sync Gopher's FITstep™ Pro Uploadable Pedometers to the IHT Spirit System!



IHT has partnered with Gopher to integrate their FITstep Pro uploadable pedometers that capture MVPA, activity minutes, and steps instantly!

Link steps to fitness, academics, and health for every student from K-12

Unlimited assessment capabilities including not only capturing steps but all PEP Grant metrics and pre and post fitness testing, customizable to your goals

Instantly send reports to students and parents

Integrate lesson plans, measure daily moderate-to-vigorous physical activity, correlate measured academic data, and integrate with student records systems

Accessible from any device, at any time, from anywhere!

FITstep Pro: The Next Generation in PE Pedometers



The simplest, most innovative web-based heart rate monitor, pedometer, assessment and curriculum solution in the educational market today. In fact, it's the only one.



The Spirit System stands in a class by itself as the only technology in the educational market that brings all data together into one program. When thinking about your evaluation, grading, grant requirements, pre and post testing, state and federal mandates or educating and engaging parents...what evidence do you have?

Now, it's at your fingertips with everything the Spirit System offers:

Wearable Technology: The simplest heart rate monitor ever developed, uploadable pedometers

Students wear a simple, intuitive heart rate monitor in PE class. Students may also utilize a pedometer, as the system captures several technology aspects. Once class ends, their data is instantly and effortlessly transmitted into each student's personal wellness portfolio that builds day-by-day and year-by-year. Their data is also aggregated with the entire class, school and district data. Students' and parents can receive an email summary of their workout as soon as class ends to measure and track their own progress and success.



Price Range HR Monitor \$190 – Device Reader \$200

Michigan Virtual Learning Research Institute

<http://www.mvlri.org/>

- Offers frequent free webinars on a variety of topics related to blended and online learning
- All past webinars are available on their website
- Past topics include:
 - Research needs in online and blended learning
 - Implementation and challenges of online and distance learning
 - Orientation and training
 - Course design and best practices

Online Physical Education Guidelines “Town Hall”

Purpose

- To have an open discussion to provide feedback for a new version of online (and blended?) physical education guidelines.
- We brought copies of the 2007 document for each group
- We will be splitting up into smaller groups to discuss:
 - Revisions to the 2007 document
 - Topics brought up during our presentation today
 - Your viewpoints towards what needs to be included in the revised document
 - Addressing specific questions we feel need addressing but do not have the answer for!

Specific Discussion Questions

- Which research based curricular models can we use with OLPE courses (sport ed, tpsr, tgf, PSI)? Which are most effective or how do we modify them to be used online?
- How can different grade levels, K-12, be addressed in an online environment and what are the main differences for elementary, MS, HS?
- Should there be a certificate/qualification for teachers to teach blended/OLPE? If so, what would be the requirements?
- Should there be some other “readiness” test/protocol students must pass before taking an OLPE course? Should the new guidelines document provide sample readiness surveys for students, parents, and teachers? If so, what questions need to be in the survey? Should there be application process for students to enroll in OLPE? If so, what are the recommendations?
- Is there a specific percentage of time that it should take a student to complete an OLPE course? Should the recommendations be different than the 225 min/per week for secondary students and the 150 for elementary? This also gets into a curricular design question, number of minutes/contact hours, self-paced vs. semester long, etc.

Closing Thoughts

- “Thank You” For Participating in Today’s Session!
- Please connect with our panel members if:
 - You design and implement online & blended Physical Education in your school
 - You are engaged in research related to online & blended learning in Physical Education
 - You have ideas and feedback to share about the “revised” SHAPE guidelines for online & blended Physical Education.

Contact us!

- Dr. Craig Buschner – cbuschner@csuchico.edu
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- Dr. Brian Mosier – bmosier@westga.edu
- Mrs. Katie Carone – katie@caroneacademy.org
- Dr. Don Cain – dcaain7245@columbus.k12.oh.us
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- Dr. Leslie Williams – lmwilliams@ut.edu

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